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ABSTRACT

Abstracts and other information from the ninth international conference on improving university teaching, whose theme was "The Social Dimensions and Demands of Teaching and Technology," are presented. More than 40 papers were offered in seminars in the following categories: student evaluation of faculty; techniques and programs to relate theory to practice; predicting student achievement; professional development for faculty and administrators; students' communication and thinking skills; microcomputers for teachers and teaching; using educational technology to improve teaching; evaluating students' success in problem analysis and solution; computer-based teaching and information exchange; effective university teaching as perceived by students and teachers; adult learning opportunities and problems; usefulness and cost-effectiveness of computer-assisted instruction; teaching values and ethics; student reactions to self-paced instruction; and approaches to remedial teaching. Abstracts of seminars on related topics are included, as are reports of workshops. For each workshop, objectives, length, activities and followup, previous experience expected, maximum number of participants, and an index of presenters are provided. (LB)

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Improving University Teaching

Ninth International Conference

Abstracts of Contributed Papers

Seminars

Workshops

Index of Presenters

July 6-9, 1983
Dublin, Ireland

Under the auspices of
University of Maryland
University College and
National Institute for
Higher Education
Dublin

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CONTRACT GRADING AND ITS EFFECTS ON STUDENT EVALUATION OF TEACHERS

by

Gene E. Burton
Gerald L. Jones
Richard D. Tellier

California State University, Fresno

ABSTRACT

There is general agreement among educators that the quality of the institution is determined to a large degree by the quality of its teaching. There is also consensus that the quality of most university teaching is in need of improvement. However, efforts to encourage faculty members to experiment with new and creative techniques designed to make the learning process more effective may be fruitless due to the pressures of student evaluations.

The findings of this study show that the contract grading device, implemented in attempt to motivate the learning process, did significantly improve the performance of the class, while significantly lowering the student evaluations of the professor. It appears that the grade contract, while stimulating student performance, caused students to respond in a negative fashion to every item on the faculty evaluation instrument.

The evidence here seems quite clear that, although contract grading improves student performance, it results in student reactions that are negative with respect to every facet of the course, including teacher evaluation. Certainly, if a faculty member's career is to be influenced by the student evaluation, he/she would be wise to stick to old conventional classroom practices, despite their increasing ineffectiveness, and avoid implementing anything new for fear of the adverse effects on student evaluations of the teacher.

CLASSROOM EVALUATION AND ATTITUDES TOWARD HIGHER EDUCATION

Lya Kremer & John E. Hofman

University of Haifa

Abstract

Prior research suggests that attitudes toward college teaching, in general, and the perceived progressivism of instructors, in particular, are associated with students' evaluations of college courses. The question of causal order, that is, as to whether students' attitudes precede their classroom evaluations, or viceversa, remained open. The present study, using a repeated-measures design, replicates the major findings of the previous study on a cross-section of University of Haifa students attendings 22 courses. While there is some evidence for the priority of students' own and instructors' perceived attitudes over evaluations, it is more plausible to view attitudes and evaluations as forming a balanced and stable structure early in the semester, with some further consolidation as the semester goes on. Practical implications of evaluative stability for evaluation procedure are considered.

ABSTRACT

STUDENT EVALUATION OF FACULTY IN BUSINESS SCHOOLS:
A CONTROVERSIAL APPRAISAL TECHNIQUE FOR RETENTION,
PROMOTION AND TENURE

Matthew H. Sauber
Eastern Michigan University

Student evaluation of faculty has gained increasing approval in business schools in the United States as early as 1970. There is considerable evidence that administrators are relying more and more on the use of student evaluation of faculty as a major criterion for retention, promotion and tenure. While student evaluations are very helpful as constructive feedback to improve the quality of faculty teaching, its use as an administrative decision-making tool has raised a lot of controversy. The purpose of this paper is (1) to examine student evaluation of faculty teaching in business schools and its shortcomings as an administrative decision tool; (2) to suggest guidelines to improve faculty evaluation and its administrative use.

The student evaluation process is critically examined in detail with respect to the validity of measurement instrument, the competency of student as "evaluator," and the influence of instructor's personality on student ratings. It is concluded that the student evaluation, while helping administrators in their decision task, is not able to measure the teaching performance of the faculty. To remedy the shortcomings, it is suggested that (1) more research should be done on the validity of student evaluation, (2) the expectations of instructor should be spelled out in the beginning of the course, (3) administrators should recognize the structure and limitation of student judgement, (4) administrators should use several measures of teaching performance instead of the summary measures of student evaluations, (5) administrators should compare junior faculty evaluations with senior faculty ratings, and (6) administrators should place more emphasis on the evaluations provided by the top students in the class.

ABSTRACT

A ROLE PRESCRIPTION STUDENT INSTRUCTOR ANALYSIS FORM

Richard G. Warga
Bucks County Community College

Current instructor rating forms do not take into account the student's own role prescription of instructor behavior, the basic assumption being that all students are rating the instructor from the same bias. Various factors are attributed to good teaching but there is little agreement as to what these factors are. Reliability and validity have been tested, often with confusing results, which may be the effect of using a fixed factor such as student achievement.

An instrument has been devised which takes into account the individual student's opinions as to what constitutes a good teacher. This device allows for a numerical point evaluation, giving an objective value to the ratings. It also identifies the instructor's strengths and weaknesses specifically so that opportunity exists for self improvement.

Reliability of the instrument was checked by correlating results among three classes taught by the instructor and by a test-retest analysis. They indicated a good reliability (range of r: .46 to .92). Validity was tested subjectively by unstructured third party interviews with the rating classes discussing the attributes of the instructor. One added result of these interviews was the discovery that the form seemed to avoid being influenced by student concerns about the conduct of the course, a factor which has confounded other rating systems.

ABSTRACT OF

DEVELOPING A MODEL FOR THE ASSESSMENT OF INDUSTRIAL/PROFESSIONAL PLACEMENT

TOM BAUM, CERT, IRELAND

The paper looks at some of the problems inherent in the assessment of industrial and professional placement from courses of vocational education and training. These are considered in relation to a number of subject areas. The purpose of the paper is to propose strategies for the development of an effective and flexible model for involving and training supervisory personnel in the assessment of placement. Four case-studies illustrate possible strategies for use towards the construction of this overall model and the contributions of conference participants are sought to further develop the model and its applications.

AN APPRAISAL OF UNDERGRADUATE BUSINESS EDUCATION

Dr Eugene F McKenna
North East London Polytechnic

The sandwich degree course in business studies has experienced dramatic growth over the past fifteen years. In the early stage of its development the disciplines comprising the course featured prominently as discrete inputs. In more recent times it would appear that, though disciplinary-based activity remains, there have been significant developments in the functional areas of study and integrative subjects. The industrial placement is still an attractive feature of the course, and efforts are made to integrate it with the academic studies, but at the present time the availability and quality of placement could be considered problematic. The relationship with industry generally needs closer scrutiny and analysis, and more involvement by industry in curriculum design and on-going operations is considered desirable. Likewise, the involvement of academic staff in the affairs of industry, in the form of secondment, applied research and consultancy, requires analysis. In the light of developments affecting the curriculum of the sandwich degree course in business studies, the teaching and learning processes should be reviewed.

MARFLEET STEEL: DEVELOPING A "LIVING" CASE STUDY FOR MANAGEMENT EDUCATION

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Bob A. Harris
Humberside College of Higher Education

Abstract

Marfleet Steel is a case which was designed to bridge the gap between work and study; to develop students' critical abilities; and to develop the traditional educational techniques of case-study and role-play. The paper presents the aims of the case and related student problems; methodological issues of attaining realism; a sophisticated concept of the role play; and an original means of disseminating case information; experiences in managing the case, and the concepts of neutrality and controlled failure; and finally conclusions on the potential of the method based on a thorough survey of staff and student opinion. The paper is a brief introduction to a huge case: the case and teaching notes, and a further theoretical article on its background and implications,* are available from the authors for study and discussion.

* Linstead S. A. and Harris Bob A. "Reality and Role Playing: the use of a Living Case Study in Management Education", Personnel Review, Vol. 12 no. 1 Winter/Spring 1983.

ABSTRACT

AN ALTERNATIVE TO SERVICE DELIVERY:
A TEACHING MODULE ON VOLUNTEERISM

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As educators in human services/social work, it has become somewhat obvious that traditional modes of social services are no longer applicable to maintain standards of quality in a time of economic scarcity. Several options are available, one of which is the use of volunteers. This is not a new idea, but certainly one which needs further enhancement in the United States. The British system, with its considerable public support and effective organization, offers valuable hints concerning volunteerism.

As an alternative to present delivery systems, volunteerism is pertinent to human services/social work students as they will be employed as service providers who will face the results of budget cutbacks, i.e., the tightening of eligibility requirements to reduce client enrollment, the abandonment of preventive principles, and the return to strictly rehabilitative services. Knowledge of the successful and highly organized British system of volunteerism provides a viable alternative to future human services/social work professionals.

The module on volunteerism for the introductory human services/social work classes contains informational and experiential components as well as the integration of these two components. Specifically, the British approach to volunteerism is introduced as a possible alternative to present service delivery. Emphasis is placed on volunteer program components. A variety of pedagogic strategies, including role playing, values clarification, and problem solving are utilized to teach this material.

WRITING FOR A REAL AUDIENCE: A NEW APPROACH TO LABORATORY REPORTS

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West Virginia University

Abstract

In the typical undergraduate laboratory course, students perform routine exercises and write reports for an artificial audience consisting of the instructor, who knows far more about the topic than does the student writing the report. Under these circumstances, it is not surprising that most laboratory reports are seriously flawed in content, organization, focus, and style.

In an effort to improve undergraduates' communication skills, the Chemical Engineering Department at West Virginia University has restructured its senior laboratory course so that students are given open-ended, industrially based problems and a real audience for which to write. Rather than have every student conduct all experiments performed in a semester, we have each student conduct only three experiments, but the final exam covers technical material from all the experiments. Students are exposed to the experiments they haven't done by reading (and criticizing) each other's reports and through listening to their classmates' oral presentations. Thus, when they prepare reports, students have material worth communicating and an audience that is relying on them for the information that they are supposed to communicate.

Not only has the real-audience approach dramatically improved students' communication skills, but it has also significantly broadened the technical content of the course and, perhaps most importantly, has forced students to take responsibility for their own education instead of passively rely on the course instructor or the textbook to tell them everything they need to know.

Systems Complexity, Learning and Adaptation:
Towards An Eco-Dynamic Synthesis

M. Tom Basuray
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ABSTRACT

A central goal of higher educational programs is to broaden and develop the perceptual and judgemental functions of individuals. As a mechanism of adaptation, learning is a process by which persons organize elements of their environment as forms of knowledge and choose to exploit that environment through adaptation process. In this paper, learning process is perceived as being vested in the broader psycho-social, transactional orientations that endeavour to explain the individual's attempt to attain his fullest potentials. The basic assumption made explicit in this paper is that the learner is a complex open system and therefore it is impossible to make any sense of one's behavior without taking into account the forces from the environment that interface the target system.

The present environment, as typified by the high technology orientation of the industrially developed societies, exhibit certain fundamental characteristics. Within the context of these characteristics, the "front-loading" of educational experiences in the individual's life space is increasingly questionable. There are indications that preparatory training in phenotypic job skills is becoming less and less cost effective because of the rapidly changing work environment and changing developmental tasks through one's career. This requires the identification of and preparation for those genotypic adaptation competencies that are suited to the person's career interests, preparing them for continual learning and growth. Increasingly, sentiments favoring a continuous process of education and learning, woven throughout the life span, providing timely assistance in mastering the developmental challenges, are being heard. This paper, utilizing systems theory, attempts to provide a conceptual framework to understand better the mechanisms of learning and adaptation, thus enabling the design of more powerful life-long educational programs.

PERSON-CENTERED EDUCATION IN A TECHNOLOGICAL AGE

James E. Caraway
University of Tennessee, Knoxville

Abstract

Technology offers possibilities for greater efficiency, effectiveness, and even greater quality in education. The computer has the ability to instantiate several practices not usually associated with the use of machines but frequently seen as necessary constituents of "effective teaching."

However, education must not become capital intensive, but rather, it must become person-centered, while acknowledging that technology can provide the means by which we can increase the possibilities for personal growth. Institutions must exist for the welfare of persons--clients, employees, and society--and the educational enterprise must be the embodiment of the value of the person-in-relation. Each perspective of the person-centered teaching-learning situation affirms this value in the learning environment. Education cannot be merely "learning for learning's sake" if such is possible without contributing to human welfare; rather, education must be for the development of human potential and personal good. The various dimensions of person-centered education affirm that contribution to personal growth and to the growth of individuals-in-community constitute effective, efficient, and quality education. Such education is demanding and challenging for it requires that all participants--students, teachers, administrators, parents, and societal members--relate as person to person in a learning community characterized by openness, mutuality, trust, and individual responsibility.

EDUCATIONAL TECHNOLOGY - THE OPTIONAL EXTRA THAT HAS BECOME A NECESSITY

Elizabeth M. Evans

University of Manchester.

Abstract

While today's students live comfortably in our audiovisual world, the colour, sound, vision, three dimensions and computational aids with which they are familiar strike the more conservative academic as being merely showbiz gimmicks or at best an entertaining diversion from the serious business of learning. There is little doubt however that the products of educational technology enhance a student's education, and there is increasing pressure on University lecturers to incorporate such techniques in their teaching programmes.

To exploit the potential of all the available techniques and to make the best audiovisual material requires collaboration with communication specialists. Academics are deterred by what seems to them the theatrical nature of many communication techniques and are wary of attempting such collaborations. This paper discusses the general problems associated with this area and suggests an approach which academics can use to initiate the inevitable collaboration.

HOLISM AND EDUCATION:
IMPROVING LEARNING IN THE EDUCATIONAL SETTING

Mary Sarah Fasenmyer
Carroll College

ABSTRACT

The concept of holism has been well-developed, particularly as applied to health practices and the delivery of health services. The same consideration of holism as applied to the student in the learning process has implications for an improved delivery of educational services.

A consideration of all aspects of the person of the student, including selected theories of knowing and understanding, has meaning for the practice of teaching as conducted on the collegiate level. Such consideration begins with the wellness of the student and of faculty, and of the generativity essential to the full development of both.

Implication for climate-building and for teaching strategies are developed within the context of the notions of holism and personhood.

THE RELATIVE IMPORTANCE OF THE SOCIAL AND INDIVIDUAL DIMENSIONS OF THE TEACHING AND LEARNING SITUATION: A SYNTHESIS OF TWO DECADES OF RESEARCH

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Abstract

Research concerning the differentiation of 'successful' and 'high risk' students in terms of learning styles, learning skills, personality and other individual differences are put in the context of the theme of the conference, the social dimensions and demands of teaching students in cost effective ways. There has been a tradition in which research in higher education has been focused on the raw material, the students. Such research is easy to implement and threatens neither faculty nor succesful students. Unease in the way system factors can seem to override factors which indicate student promise led to the incorporation of research in which environmental aspects were taken into account. Studies in which a 'good fit' between student and college have also been disappointing, however. There are some studies which indicate that students in large numbers can be brought to high levels of achievement by the application of well known principles of learning and teaching such as providing a model, clear instructions and unambiguous task, practice and feedback in large group situations. The fact that some students have learning strategies appropriate to the sophisticated tasks of academic discourse while others do not calls in question how far more appropriate strategies can be learnt. The demands of mass higher education require techniques which can ensure the success of all students; students in difficulty can still obtain appropriate supplementary support in cost effective ways, but their numbers must be small. Such approaches are in the interests of students, university and society.

A COMPARISON OF SCHOLASTIC APTITUDE AND PERSONALITY TESTS WITH A SCHOOL LEAVING EXAMINATION AS MEASURES OF SUBSEQUENT ACADEMIC PERFORMANCE

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Department of Statistics

A. Humphries
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University College, Cork, Ireland

Abstract

The manner in which students are selected for third level education in Ireland has attracted considerable public comment, but limited empirical research. Selection solely on the basis of performance in the school leaving examination, which is essentially the current practice has been criticised and alternatives such as scholastic aptitude and personality tests suggested. This paper reports a study of the association of a scholastic aptitude test and a variety of personality measures with subsequent performance in the first university examination and compares it with the corresponding association of the result in the school leaving examination. The study is based on a sample of 252 students drawn from all students who were admitted to five faculties of University College, Cork in 1976 and complements a much larger study of the predictive ability of the school leaving examination result for subsequent academic performance.

The results show that, apart from one faculty, the single best predictor of ability to pass the first university examination is the result in the school leaving examination. The scholastic aptitude test, in particular, correlates very poorly with subsequent academic performance. Personality measures, while not comparable as predictors to the school result, did feature in a consistent and sensible way. However, their role is likely to be restricted to informal use in counselling rather than in a systematic selection procedure.

COLLEGE SENIORS WHO WERE HIGH-RISK FRESHMEN:
A LONGITUDINAL STUDY AT A SMALL, PRIVATE, FOUR-YEAR COLLEGE

Mildred R. Steele
Central College

This presentation, based on the writer's dissertation research, is a study of college seniors who were high-risk entering freshmen at a small, liberal arts college in Iowa. High-risk was defined as ACT composite scores of 17 or lower and/or high school class rank percentiles in the lower 50%.

Because of the lack of research findings about the incidence, experiences, and perceptions of seniors who were high-risk freshmen, an exploratory research design was chosen. The objective of the study was to describe, through college records, interviews, and questionnaire, the college experience of these seniors and to identify developmental and instructional factors they perceived as influential in their persistence in college. Arthur W. Chickering's vectors of human development provided the principal theoretical base for the study. Fifty-two seniors who were high-risk freshmen the fall of 1976 were the sample; thirty-two were interviewed and filled out a questionnaire. Central College, chosen as the site for the study, has developed since 1975 a comprehensive skills program, including departmental skills standards for graduation, a computer-assisted monitoring system that assesses the skills of all students each term, a tutoring center, and seminars that train faculty in teaching skills.

The year-by-year progress of the seniors was described, and the major self-perceived developmental and instructional factors that facilitated their persistence were identified. Most resolved diagnosed skill deficiencies in the first three years. Their collective grades showed a general rise, and 36% made dean's list one or more times. Twenty-four percent graduated from the college in four years and 33.8% in five years. Four received departmental recognition at graduation. (Several charts and transparencies will be used for illustration.)

SOCIAL AND AFFECTIVE FACTORS OF SUCCES AND FAILURE AT UNIVERSITY

Frank Van Overwalle
Vrije Universiteit Brussel

ABSTRACT

In this paper we present some results of ongoing research on predicting student-achievement during the first year at university. This research is focused on non-cognitive elements such as attitudes and behavior in the context of the affective and social environment of the student.

In collecting our data we tried to find new relevant elements that also can be used as tools for remedial purposes. In this attempt we prefer to deal with daily-life experiences of the students. Therefore, we concentrated on interviews with the students, as contrasted with more formal approaches like attitude- and personality-scales or questionnairen.

Outcomes of 2 years of research indicate the influence of different factors on student-achievement. During the first half-term these factors are, in order of increasing importance :

- rather good outcomes (e.g. marks) at secondary school
- high self-esteem (own evaluation as a good student)
- high intrinsic and achievement-motivation
- effective social support and contact at university

During examinations important factors are, in order of increasing importance :

- good verbal performance
- internal locus of control
- a quiet and supporting study-environment
- high intrinsic and achievement motivation
- cognitive structuring of the study-matter
- systematic and structured study-methods
- no extreme stress or fear of exams
- high self-esteem and self-confidence
- clear idea of examinations and right answers

Abstract
LEADERSHIP DEVELOPMENT: A PROGRAM FOR SELF RENEWAL

Lon Ainsworth
Texas Tech University

This article describes a continuing approach to development of academic leadership within a single institution. The development of a team approach to administration and improved human relationships are seen as important goals in staff development in such diverse institutions as exist in South Africa, Thailand, and the United Kingdom as well as in the United States of America.

The program described was intended to develop more effective leadership and management of resources in identifying and achieving the academic goals of the University. The structure and operation of the academic leadership development program (ALDP) is described. Use of group process, involvement of interested campus personnel, and central support are marks of the program. Continuance of the program after curtailment of external funding is pointed out as an unobtrusive measure of the assumed values of the activity.

Needs identified by academic administrators, for which workshops were subsequently provided, included communications, goals setting, performance appraisal, time management, planning, motivation, and program evaluation. The development of a systematic approach to providing management or leadership training in these areas included the establishment of learning objectives, development of an instructional module by an expert in the field, training sessions, and conduct and feedback regarding the activity.

The complexity of the academic leadership function and the need for continued assessment and development are indicated.

RESULTS OF AN ADMINISTRATOR CAREER DEVELOPMENT PROGRAM

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ABSTRACT

The paper describes a comprehensive career development program conducted for administrators over an 18-month period by a state university. The program is based upon the concept of personal growth contracting.* The growth contracting process encourages individuals to accept responsibility for their own development by conducting self-assessments, preparing personal growth plans, and pursuing self-directed learning. The institution provides training in career management skills as well as learning opportunities both on and off the job.

Fifty-two persons completed the program. A formal evaluation disclosed that participants increased their self-development activity significantly by the end of the program. The most active are persons having strong needs for promotion, higher salary, and job security.

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* Bare, A.C., Making Growth Contracting Work, Journal of the College and University Personnel Association, 30, 4, 1979

FACULTY VITALITY UNDER CHANGING CONDITIONS

Mary Corcoran
Shirley M. Clark
University of Minnesota

Changing conditions in higher education such as shifting demography, declining enrollments, depressed academic markets and mobility, and financial stringencies have prompted concern about the vitality of a tenured and aging professoriate. Drawing upon the conceptualization of the nature, conditions and motivations of faculty work (McKeachie and Trow), the professional socialization process and career imperatives (Lortie and Sarason) and the structure of opportunity in organizations (Kanter), an exploratory study was devised. This study then used a qualitative, interview-based approach to examine individual and organizational interrelationships as these affect career behavior. Faculty members in four fields: the biological sciences, the physical sciences and mathematics, the social sciences and the humanities, at the University of Minnesota, were interviewed. The selection criteria focussed on sustained productivity in teaching, research and service, aimed at identifying an ideal type sample of highly vital and productive professionals.

Preliminary findings reported in this paper are reported in several areas: distinctive characteristics of this highly productive group, preferences for research and teaching, self assessments of productivity, motivational characteristics, and views on environmental factors supporting or inhibiting faculty vitality. Finally, we draw some selected policy implications intended to preserve and enhance faculty productivity and vitality in these troubled times of steady state or actual decline.

PROFESSIONAL DEVELOPMENT : FROM INSIGHT TO ACTION

William Fleming and Desmond Rutherford

University of Birmingham

This paper reports, through a case study, an initial attempt to use the theory-of-action perspective of Argyris and Schon in the professional development of academic staff. A brief outline is given of the theoretical concepts employed: 'espoused theory' and Model 1 and Model 2 theories-in-use. A transcription from a video recording of part of an undergraduate seminar is reported and analysed using the theory-of-action concepts. The teacher's theory-in-use is predominantly Model 1, characterised by such typical strategies as: defining the task and controlling others; advocacy without enquiry; and unillustrated evaluation. This is then compared with a more impressionistic analysis of the video recording and with student responses to a questionnaire. These provide corroborative support for the theory-in-use analysis.

ABSTRACT

THE ACADEMIC FORUM: A HIGHER EDUCATION QUALITY CIRCLE

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Felician College

Marytha Smith-Allen, Ph.D.
Felician College

E. Carol Polifroni, Ed.D,
University of Connecticut

The purpose of this paper is to describe a different type of faculty development, a higher education Quality Circle. This model has been used increasingly in industry, but a group of faculty members decided to use it at their college. Previous faculty development programs developed the faculty as academicians but this program addressed the needs of the whole person. Activities focussed on the intellectual, professional and personal development of the human being who was doing the teaching. Although a loose format was chosen,a set of guidelines instituted by the group proved important by providing an operating framework.

Using this format, has proved highly successful, for the Quality Circle members, in that, they have produced many varied accomplishments. In conclusion, the faculty has elected to continue its endeavor, using the Quality Circle concept for faculty development.

COLLEGE MENTAL HEALTH SERVICES: A WORKING MODEL

Dr. Hita Ghatak

Indian Institute of Technology, Madras

ABSTRACT

The paper presents a working model of a formal Mental Health Service in operation in an advanced technological Institute in India - the Indian Institute of Technology, Madras. The present service comprises a medical therapeutic unit and a counseling unit. The paper is in the form of a case study of the present system operative in the Institute.

DEVELOPMENT AND EVALUATION OF A GRADUATE COURSE IN COUNSELING WOMEN

Sharon E. Kahn and Gisela M. Theurer
The University of British Columbia

Concern for the extent and effects of gender bias and stereotyping in counseling has led to the call for the education and training of counselors in gender-fair counseling. Workshops and courses have been designed to train counselors in the special needs of female clients. The implementation of one such graduate course in training counseling psychologists to work with women provided an opportunity to evaluate the effectiveness of this specialized course. The course is described and an evaluation study is reported. The course effects were evaluated by comparing an experimental and control group on attitudes toward women, awareness of the gender-role issues involved in four videotaped counseling vignettes of female clients, and choice of counseling interventions with the four clients who appeared in the vignettes. Students who completed the course in counseling women held liberal attitudes toward women, demonstrated an awareness of social analysis, and chose active interventions for female clients. It is suggested that awareness in gender-role issues can be measured, that individuals have this awareness in varying degrees, and that this degree is subject to change through educational procedures.

ABSTRACT

A COMPARISON OF PERCEIVED CAREER AND EDUCATIONAL INFLUENCES OF MASTERS OF BUSINESS ADMINISTRATION (MBA) GRADUATES FOR THE PURPOSES OF COUNSELING AND RECRUITING WOMEN

Dr. Joanna D. Mulholland

Philadelphia College of Textiles and Science

(Research completed for Temple University 4/1/82)

The purpose of this study was to identify and analyze career choices and goals of male and female Master of Business Administration (MBA) graduates. The study compared male and female responses to questions concerning: perceived career influences, former educational curricula, demographic data, present career positions and future goals.

The population used for this study was the Master of Business Administration (MBA) graduates from Temple University and the University of Pennsylvania for the five-year period 1976 to 1980. A random sample of 500 names and addresses were selected from the population of 4146. A total response of 348 was received, yielding approximately a 70% rate of return.

It was found that males and females showed no difference in their career influences and career counseling. There was a difference between males and females' curricula, demographic data, career-ladder positions and earnings.

From the responses on the write-in questions, males and females answered similarly in all areas. They stated that the MBA programs were too theoretical and not related to industry enough and that there should be more career counseling and teaching of interpersonal skills. Most agreed that work experience was essential for success in the MBA Program.

PROPOSED PAPER

THE DESIGN, DEVELOPMENT AND EVALUATION OF A SUPPLEMENTARY CCTV TEACHING PROGRAMME FOR STUDENTS DIAGNOSED AS REQUIRING REMEDIATION IN PRACTICAL TEACHING SKILLS 1979 - 1983.

Dr B J Spelman and Ms M Killeavy
Carysfort College of Education

This paper will consider prevailing models of teaching practice within Irish Colleges of Education and the criteria employed in evaluating teacher effectiveness. Deficiencies in existing models will be illustrated as providing the impetus for the Remedial Programme described, which commenced in Carysfort College in 1979. The contributions of Counselling, Component Skills and Microteaching approaches to remediation of practical teaching are examined in detail, and their respective inputs to the Carysfort S.T.P. Programme detailed.

Students' formative and summative evaluations of the Programme elements and their development from 1979 onwards are presented This section of the paper also includes an overview of student - staff reactions to the University of Sydney Teaching Skills Package, which has become an integral part of the Programme since 1981.

The paper will conclude with an evaluation of the effectiveness of the Remedial Programme in terms of its production of statistically significant improvements in students' teaching performance as assessed on teaching practice in schools.

FULL TEXT TO FOLLOW

ENHANCING THE READINESS OF THE SOCIALLY OPPRESSED FOR THE TECHNOLOGY EXPLOSION IN HIGHER EDUCATION

Frank R. Baskind
University of Tennessee, Knoxville

This paper describes how concepts derived from the areas of education and mental health are integrated to develop an instructional strategy to enhance the readiness of the socially oppressed for the technology explosion in higher education. The rationale for the strategy is based on an analysis of dominant American values, the recognition of the influence of one's environment on developing a readiness disposition, and the need for the student's sociocultural and psychosocial needs to be continuously met.

One aspect of this instructional strategy it to develop within students the disposition for inquiry and discovery, the prerequisite skills for critical thinking and the necessary ingredients for one's preparedness for the technology era in education. To demonstrate how the instructional strategy is applied, the preparation of one socially oppressed group, Black Americans, in social work education will be used as an exemplar.

A MODEL FOR EVALUATING THE COMMUNICATION SKILLS OF COLLEGE STUDENTS

by

Bartholomew Brady-Ciampa, Ph.D.
Dean of Graduate Studies
Wayne State College
Wayne, Nebraska

Abstract

Wayne State College and nine other institutions were recently selected to participate in a three-year national project designed to examine general education models in higher education and to evaluate students' achievement in several skill areas (communication, quantification, analysis, synthesis, and valuing). The project was called the Academic Program Evaluation Project (APEP) and was sponsored by the Resource Center for Planned Change (RCPC) of the American Association of State Colleges and Universities (AASCU) with funding from the Fund for the Improvement of Post-Secondary Education (FIPSE).

The following paper suggests a model for evaluating one of the skill areas examined--namely, communication. It defines in operational terms what we mean by effective communication; it delineates what achievements and the desired level of those achievements Wayne State College students are expected to manifest; and it reports the results of more than 8000 individual evaluations responding to this particular area of concern.

This model for evaluating communication skills has proved to be very valuable to Wayne State College's faculty, students, and administration and could be easily adapted to other institutions of higher education.

DEVELOPING FORMAL THINKING SKILLS AT THE COLLEGE LEVEL

Zita M. Cantwell
Brooklyn College of the City University of New York

Abstract

A significant number of students--not all of whom are remedial students--begin higher education programs without having developed needed abstract thinking abilities. The formal--abstract--thinker is one who (a) can engage in a continuous dialog between the possible and the actual, and (b) has the ability to think about thought. Formal thinking does not develop automatically; it is learned. And, it is learned at first within disciplines rather than as a general skill. Formal thinking has its base in adequate, appropriate concrete experiences with the materials of a discipline, develops through exploratory manipulations, and relies on the language of the discipline as a tool of thought.

The Project Approach is presented as an instructional strategy which can be effective in working with students in college who are still at the concrete thinking stage. The approach recognizes that formal thought develops discipline by discipline, uses the language of a discipline as the tool of thought in that discipline, develops gradually, depends on the amount and quality of previous concrete experiences related to a discipline, and uses metacognitive skills to evaluate products and processes of thought. The approach requires that the learner assume responsibility for learning; become involved actively in hierarchical and challenging projects, i.e., problems or tasks, which move from less and less reliance on concrete experiences to the abstract. In application, projects are unique to a discipline, a subject, an instructor, and a class. Projects can be adapted from pooled strategies. Flexibility is a key in the planning and implementation of projects.

COMMUNICATION APPREHENSION IN THE CONTEXT OF THE SEMINAR

Martin J. Croghan

N.I.H.E. Dublin

In the current discussion on making third-level education more relevant to the needs of modern society little attention has been paid to the development of creative thought and self-confidence. In this paper the traditional seminar structure is examined in the light of recent thinking on communication apprehension. A self-report measure was administered to a group of Irish students in the second year of a degree course in Communications. The aim was to guage the affective attitudes of students to the seminar structure which would in turn be of use in assessing the usefulness of the seminar in the development of personal thought and self-confidence. High levels of communication apprehension were reported for male and female students of all backgrounds. The discussion of the results includes a call for a similar type of study into apprehension levels towards speaking in a public forum, writing, and towards the use of technology among all first year students in third level.

COMMUNICATION IN HIGHER EDUCATION: OBJECTIVES, RESPONSIBILITIES, AND SKILLS

Celia M. McCullough
University of Tennessee

If new technology is to be used to educate students in the '80's, they must first be attracted to a college or university and retained there long enough to benefit from educational materials. Because the first six weeks of attendance are critical in students' determination to remain in higher education and in the chosen institution or to leave and because far more freshmen leave for non-academic than for academic reasons, early contact with a "significant other," a caring member of the institution's faculty or staff, can provide students with the motivation and identification with the institution to stay and pursue their studies. This is particularly important for non-traditional, marginal, underprepared, or academically disadvantaged students, who are likely to arrive on campus with less self-confidence and a weaker peer and family support network for their academic endeavors. This advising or "counseling" relationship is one of the most immediate and effective means for enhancing student retention and motivation. Of course it is most successful when established as part of a comprehensive program of academic support services and student-centered teaching and administration, but even alone it can provide students with the important message that they are known as people, recognized as the essential component of the academic community, and will be offered assistance and encouragement by concerned professionals. This relationship does not require great expenditures on equipment or massive institutional restructuring but rather devotion to students, personal time, and genuine attention by individuals dedicated to the value of education. Open, facilitative, helping relating with students requires communication skills which demonstrate trust and respect while guiding students to consider their own educational needs, goals, and practices. Such a situation improves students' self-esteem, teaches them facility in communication and organization, offers them an opportunity to examine and discuss their alternatives and choices, and gives them a necessary point of contact and identification with higher education. At the same time the helper/counselor/advisor learns about students' perceptions, preferences, and difficulties regarding their courses, overall curriculum, and the academic environment. This understanding provides stimulus to revise other aspects of the educational process to meet students' needs and to bring all members of the academic community together to determine the best directions for change and work for these improvements. Clear, person-centered communication can replace the fragmentation too frequent in academia with the ability to share concerns and progress as a unit toward more wholistic education.

TEACHING UNIVERSITY GRADUATES TO USE THE MICROCOMPUTER TO PRESENT PROGRAMMED INSTRUCTION

Anthony Barton
Dalhousie University

A short paper designed to foster discussion. A university graduate course in using the microcomputer to present lessons in subjects other than mathematics and computing science is described. Recommendations are made with regard to future development of programmed instruction within universities, among them (1) that the RETURN key is inappropriate to tutorial mode at graduate level; and (2) that Pask's equations will serve as a basis for electronic modelling of student behaviour as a guide to computerized teaching tactics. A hint is given as to the direction of research presently underway at Dalhousie University.

ABSTRACT

TO EXPAND ON-CAMPUS COMPUTER INSTRUCTION ACROSS THE CURRICULUM, ENCOURAGE HOME COMPUTERS--A CASE STUDY OF A LIBERAL ARTS COLLEGE

Sherrill Cleland
Marietta College

Soon a majority of the faculty at Marietta College, a liberal arts college, will own home microcomputers. This explosion of activity has been stimulated by an incentive subsidy program. Faculty members from two-thirds of the departments are learning and experimenting, gaining knowledge and confidence, and trying out at home, ways in which computer activity can become a part of their courses. They have joined user-group networks that span various disciplines, and provide linkages between the academy and industry. They are learning from and teaching their children and spouses with new relationships forming.

Several preconditions existed to cause this campus response. These precondtions are a campus culture that encourages faculty development, confidence/trust that faculty development is not used as hidden evaluation, curricular flexibility, competitive forces from the external marketplace and internal friendly rivalry, and a supportive administration.

This quiet revolution in computer ownership and usage came about through increasing enrollment in the computer-using portion of the curriculum, followed by faculty workshops where more than half of the faculty had five hours of one-on-one personal computer instruction. Campus enthusiasm grew, just as personal microcomputers became price attractive, so a subsidy incentive program, ultimately funded by a foundation, was offered to the faculty. Soon, more than half of the faculty will own home computers. How they teach and how they structure their courses is now in the process of change. A computer literate faculty, from disciplines across the curriculum, is the ultimate precondition for a computer literate student body.

Beyond Computer Literacy: The Design of Microcomputer Education Programs for Teachers

Dr. Katherine Jones-Lohevde
University of Connecticut

The proliferation of personal computers in the United States is not solely a phenomenon of the home or small business; it is a growing factor in the public schools as well. Currently the number of microcomputers in the schools outnumber the personnal trained in their use. This problem is particularly apparent with current classroom teachers -- and those who are now graduating from teacher preparation programs. The curriculum discussed in this paper is dual: it addresses modules which provide introductory information for undergraduates, and, in greater detail, the curriculum teaching those teachers currently in the schools the instructional uses of microcomputers.

DEVELOPING IN-SERVICE COMPUTING LITERACY WORKSHOPS: THE ROLE OF THE UNIVERSITY INSTRUCTOR

Virginia M. Slimmer
Judith S. Payne
Murray State University

The purpose of this study was to delineate the development of in-service workshops providing computing literacy to home economics secondary teachers.

There is an emphasis on advanced technology, with microcomputers being used in 50 percent of all secondary schools in the United States. Several states have proposed, or passed, the addition of a computer literacy competency to the state teacher certification requirements. This stipulates all teachers must have training within their teacher education program providing the ability to incorporate use of computers into the institution process in the students' field of specialization. As university faculty, we must provide our students and graduates with the skills of computing literacy.

Results from a survey instrument indicated a definite need toward obtaining more information about using microcomputers in Home Economics. A one-day in-service workshop, planned and implemented was based upon these findings. Evaluations from this session indicated a need for a follow-up session, which was held four months later with teachers learning how to generate a computer test.

A needs assessment from workshop participants and secondary home economics teachers resulted in the development of a graduate short course designed to provide development of competencies in computer assisted instruction for Home Economics, including the ability to; read and execute simple programs, apply computer instruction to the classroom, evaluate software and hardware for classroom use, and societal influences on education.

This study could provide guidelines for the development for graduates in other areas of concentration. If workshops are planned around assessed needs of teachers, including relevant application for their specialized area, the secondary teachers will respond.

ABSTRACT

AN INVESTIGATION OF THE SPECIAL NEEDS AND DIFFICULTIES OF SOME PART-TIME STUDENTS WHO ARE ALSO IN FULL-TIME EMPLOYMENT

Dr T W Cantwell
College of Technology, Kevin Street

50% of the 23,000 students attending the Dublin Institute of Technology are registered on a part-time basis.

It is proposed to carry out a pilot survey with two groups of part-time and one group of full-time students as well as with staff members involved in teaching the three groups to identify the specific requirements of part-time students.

The findings of this study and their implications for institutions providing part-time education for mature students drawn from the working population will be presented for discussion at the 9th IUT Conference in July 1983.

QUALITY ASSURANCE IN CONTINUING PROFESSIONAL EDUCATION

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ABSTRACT

For many yearr to come further expansions in the field of continuing Professional Education will be witnessed. Diversity of continuing education programs in variety of fields are now being offered by universities, professional societies, corporate training establishments, and other instructional institutions. As a result, the need for quality measures appears to be more pressing than ever before.

In this article the concept of quality assurance in continuing education is being considered. The literature is surveyed and past relevant efforts are identified. The criteria for the award of Continuing Education Units (CEUs) address the general aspects of quality control . Institutions concerned with the quality of their continuing education activities should on their part plan and implement quality assurance programs. Elements of such program are presented.

EXPERIENTIAL EDUCATION AT THE GRADUATE LEVEL: A PERSPECTIVE ON FACULTY ROLE AND DEVELOPMENT

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Boston University

William E. Byxbee
Saint Mary's College

Abstract

Adult development is an implicit component of graduate education. Yet, this idea is often ignored as traditional programs continue to view graduate education as largely a process of intellectual growth, usually detached from other life experience. Sponsored experiential learning provides one context through which adult development and intellectual goals may be simultaneously recognized and pursued. Required are a recognition of new roles for faculty and new efforts to help faculty in implementing these roles. The issues surrounding faculty role and faculty development are addressed in the context of a nontraditional graduate program which maximizes opportunities for the use of experiential learning.

Developing and Presenting Credentials In Professional

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St. Joseph's University

An imposing challenge to higher education in the 1980's is the demand, and a legitimate demand it is, of adult learners who claim prior knowledge. Small liberal arts colleges and universities, unaccustomed to hearing the voices of a clientele beyond the late teenage years, are suddenly acknowledging the existence of a population of learners who speak for recognition of their previously acquired skills and competencies.

The University College of Saint Joseph's University has accepted the challenge of the decade. Recognizing that a sizable number of adults have established a range of competencies exceeding the means of evaluation that such devices as the College Level Examination Program or departmental challenge examinations can meet The University College has developed its own Experiential Learning Assessment Program (ELAP).

The evaluation of teachers' skills and knowledge acquired by prior experiential circumstances is the main purpose of this paper. The rationale for ELAP is consistent with the rationale for assessing college level knowledge gained experientially in any discipline, as Keeton et al assert in Experiential Learning: Rationale, Characteristics, and Assessment (1976):

> *...Experiential learning provides an added dimension to the traditional pedagogical formats by placing learned knowledge and skills in a more practical or practice context (Keeton).*

CHANGING GEARS IN THE HUMANITIES AND THE ARTS: BETTER LEARNING WITH TECHNOLOGY

Suzanne E. Lindenau
University of Georgia

ABSTRACT

The electronic learning age with its existing and emerging information technologies is not just another passing fad. Learning is taking place electronically, and more of what we know, store, and recall will come to us from electronic sources. The time is fast approaching when our society will be so integrally hooked into technology at home, at school, and at the office that those of us unwilling to use the new technologies will be the equivalent of people today who cannot read and write, namely functional illiterates.

The information revolution confronts those of us in the humanities and the arts with an awesome choice: we can passively and ignorantly surrender to the information explosion--dig in our heels and hope that it will go away--or we can actively and wisely accept it--utilize its technological advances to revolutionize the traditional model of education.

This paper examines the relationship between technology and educators in the humanities and the arts--a relationship which merits analysis. The purpose of this examination is to look at the relationship in terms of: 1) the problem (our use of technology is getting worse not better); 2) the realities which are demanding that we do something about the problem (demands of society and the dimensions of learning); and, 3) the obstacles preventing better use of technology (know-how and training, operating techniques, availability, acquisition, and software).

Along with clarifying the dimensions of the problem, this paper suggests an approach that can minimize obstacles and maximize learning with technology--an approach that would create an environment that changes with the needs of the learner and allows him to learn by doing.

A CRITICAL INVESTIGATION OF THE ROLE OF EDUCATIONAL TECHNOLOGY IN THE PRE - SERVICE TRAINING OF TEACHERS IN THE REPUBLIC OF IRELAND

Thomas S. O'Hare

The Communications Centre, Dublin

ABSTRACT

The aim of this investigation was to examine what, how, and by whom Educational Technology is taught in the pre-service teacher training programmes in the Republic of Ireland.

There is little consensus on the precise meaning of Educational Technology by its teachers. There are considerable differences in the amount and content of Educational Technology taught in Colleges and Universities. The needs of the trainee teacher are perceived differently among Educational Technology lecturers but all agree that objectives, lesson planning and design, learning theory, and measurement and evaluation should be essential components of all teacher training courses.

Aspects of Educational Technology are taught in a variety of professional studies courses, though not always by educational technologists. Because the teaching of Educational Technology is so fragmented, it would appear that students do not relate and integrate the various components of the discipline.

ABSTRACT

IMPROVING THE COLLEGE CURRICULUM THROUGH TELECONFERENCING

James L. Ratcliff
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This paper describes the curricular and planning implications of telephone conference teaching. The paper is based on field research conducted at Iowa State University from 1981 to 1983. Audio teleconferencing is a discrete technology; specific environments where it has been found to be most effective are described. The knowledge and skills in curricular planning, design, and in teaching required by teleconference instruction are noted.

The research reported on teleconference instruction serves as a basis for the examination of issues in program planning generated from the technological expansion of what is instructionally feasible. There have been three areas educational impact resulting from the teleconference instructional planning described: First, the scheduling of off-campus instruction became reliable. Secondly, the quality of off-campus instruction was enhanced in several ways. Thirdly, the potential for collaborative and consortial instructional activities increased. Each impact is discussed and exemplified.

The audio teleconference as a medium is discrete. Its appliations are different from those of TV instruction or microcomputer assisted instruction; its applications reduce time, distance and cost. One such application is college instruction directed to clientele previously untouched by higher education. Careful planning of instruction mindful of the capacities of the teleconference medium can enhance curricular scope and quality and can increase the expertise and the flexibility used in instruction.

TEACHING WITH TECHNOLOGY IN INDIA--SOCIAL DIMENSIONS AND DEMANDS

R.B. Shukla

Abstract Not Provided

Abstract: TOWARDS A METHODOLOGY FOR A STUDY OF UNDER-GRADUATE STUDENTS.

Sheila Banks
Polytechnic of Central London.

This paper gives details of a Learning Programme designed to replace conventional teaching methods on an under-graduate Business Studies degree. The particular course involved is the Behavioral Science first year course which is compulsory, and which is often regarded by the students to be irrelevant to their main concerns.

The population of students in the academic session 1982/1982 is 70, and almost even balance of males and females, and the median age is 19. Very few of the students have had any work experience and the majority came to the Polytechnic straight from school. The programme devised was original, and was modified in response to students' wishes.

The formal lecture /seminar programme based on individual work and individual assessments, was replaced by group work and group assessments with the occasional lecture given by the teacher to provide students with guidelines.

The intention of this programme was to increase students enjoyment of the course, and at the same increase their perception of its relevance not only to Business Studies but in terms of personal awareness.

Questionnaires circulated to students about half-way through the course have indicated that this teaching methods which relies heavily on the students accepting responsibility for their own learning and cooperating with the members of their groups is viewed very positively by some, and very negatively by others, and that these perceptions are to a significant extent related to what happens in the group.

This project was intended to be a practical exercise, to provide a practical solution to a practical problem, however, it also seemed to provide the opportunity for doing some interesting research and the methodological issues and theoretical possibilities are discussed in the paper.

ABSTRACT

A SPECIFICATION FOR THE ASSESSMENT OF THE LABORATORY SKILLS OF SCIENCE TECHNICIANS

Michael Delaney

Cork Regional Technical College

The laboratory work of student technicians is assessed because it would be unrealistic to provide any form of certification of ability or achievement in the applied sciences without its assessment. An attempt to devise a rigorous approach to its assessment will be outlined.

While it is the intention to avoid over-prescription the case will be made that the clear indication of the skills and abilities which a laboratory programme aims to develop is the first step in a systematic approach to assessment. The selection of appropriate assessment techniques and the specification of detailed criteria for the assessment of these skills and abilities require careful consideration. It is helpful, in this context, to distinguish between those assessment techniques which depend on monitoring students as they learn (learning experience assessments) and special assessments conducted to sample learning.

The analysis of a laboratory programme to ensure adequate coverage of objectives, the selection of appropriate assessment techniques (i.e. an assessment plan), the elaboration of assessment criteria and the maintenance of appropriate records are the key elements of the assessment specification developed here. Within this general framework there is considerable flexibility.

THE DESIGN PROCESS AS AN EXPERIENCE IN CRITICAL THINKING

Earl T. Ratledge
The University of Wisconsin--Milwaukee

ABSTRACT

One person's 'critical thinking' may be another's 'design process'. The engineering design process and the process of critical thinking may be differentiated most readily by their goals. In one case it is a product, a solution or a system. In the other case it is evaluation and/or expansion. Other than that difference, the experience may be viewed as equivalent. The engineering design course developed at the University of Wisconsin--Milwaukee directs each student through the design experience toward a goal that he or she selects. The result is the development of an individual who is prepared to look at problems or situations in their broadest terms.

Only recently have engineering faculties viewed 'design' as a discipline deserving of courses of its own. Using the open-ended problem as a vehicle, the UWM Industrial and Systems Engineering Department has designed a course which, from problem recognition to recommendation, involves the students in both an individual and team mode in the application of a critical thinking activity directed toward that problem.

The course described has met with considerable success as viewed from several standpoints. It has served as a model for the development of courses in other places. Many awards have been won in student competitions and the response of students, faculty and students who have returned as faculty has been positive. This paper discusses the course content, environment, format and approach.

Paper to be presented on the Ninth International Conference on

IMPROVING UNIVERSITY TEACHING

AN EXPERIMENTAL AUDIOVISUAL TRAINING IN PERCEPTUAL SKILLS OF MEDICAL STUDENTS

Drs.R.N. Stammeijer, Drs.J. van Helsdingen,

Drs.D. van de Laan-Bouwman, Dr.J.A. Lutterman

Catholic University Nijmegen

The Netherlands.

Abstract.

This paper presents a description of an experimental preclinical course in basic interpersonal skills, necessary for the physician obtaining an anamnesis from a patient. This program is aimed at making the students aware of the individual uniqueness of their perceptual ability and gives isolated training (and postponed integration) of several perceptual channels: visual, auditory and self-perceptual during interaction. Isolated videoscenes without sound, isolated sound without the scenes or both sound and scenes simultaneously from real life doctor/patient-interactions are presented on video to exercise and demonstrate subjectivity and utility of perception and self-perception.

Further characteristics of this course are:

- integrated presentation of medical and behavioural science elements,
- an extremely attractive teacher/students-ratio viz. three to eighty,
- an engendering of relatively much personal communication between teachers (especially physicians) and students.

This element plays a crucial role in learning by identification, which is an important aspect of medical training.

The experimental course elicited encouraging response from students and faculty.

PLANNING FOR THE CLASS OF 2000

Irving H. Buchen

California State College San Bernardino

ABSTRACT

Much of the current confusion about higher education in the future can be reduced by focusing on the graduating Class of 2000. Because that group is already here (in fact, will be starting kindergarten this year) speculation can be kept to a minimum and attention can be spent on identifying major educational trends and how institutions of higher education can minister to those trends. At least five significant developments will have a major impact on shaping what students need to know by the year 2000. They are: (1) the steady development of world consciousness and global citizenry; (2) increasing rigor and power of integrated or systems knowledge with the possibility of applying cybernetics in capitalist countries to social and cultural systems; (3) quantum jumps in what would constitute technological literacy by the year 2000; (4) major social shifts as a result of rapid growth of minorities; and (5) significant breakthroughs in the areas of human intelligence development and enhancement. These five long-range developments can become objects of development by colleges and universities only if both the minimum and optimum accompanying strategies for the institutionalizing of those developments are identified. An extensive discussion of some of those strategies is included, but the sooner colleges and universities start, the smoother will be the transitions and the less strained the relations between the present and the future.

ABSTRACT

COMPUTER MANAGED INSTRUCTION COURSE FOR TUTORIAL SUPPORT

Raymond Flood
National Institute for Higher Education

This project derives from a paper presented by F. Cnup-Gransard at the 7th IUT meeting. In connection with this work I visited Vrije Universiteit Brussels to assess their implementation and the feasability of adopting the system to our requirements which are different. Pending arrival of the software my paper discusses the aims and objectives of the project in our context. The progressive implementation of the programme will take place between February 1983 and the Conference. The role of such a project is as follows:-

1) To cope with the level of numeracy in secondary schools. This is a particular problem for final students - on average, over the last six years for which the figures are available, 4.5% of girls taking the final second level examination sat the higher paper in mathematics (source: National Board for Science and Technology, Paper 81/1).

2) In Ireland students enter third level at quite a young age with consequent lack of maturity. This project will not necessitate a high level of interpersonal relationship. However, due to its diagnostic element it can provide a focus for discussion between staff and students thus encouraging the development of interaction.

3) Although the project is being developed in NIHE Dublin it has wider implications for third level education. It is intended to explore the application to other institutions in Ireland.

4) Such a computer managed instruction system for tutorial support is desirable for many reasons some of which are outlined above and in my paper. However, in the present climate of financial stringency its implementation has been given extra impetus if we are to fulfill as efficiently as possible our role as educators.

COOPERATION AND CONFLICT IN PLANNING URBAN SCHOOL SYSTEM-UNIVERSITY PROJECTS

Robert W. Maloy
University of Massachusetts at Amherst

Abstract

This paper examines the possibilities for cooperation and conflict in the planning of urban school system-university projects. The conclusions presented are drawn from the experiences of the School of Education of the University of Massachusetts at Amherst in planning professional development, school improvement, and off-campus graduate degree programs in collaboration with urban school systems throughout Massachusetts over the past three years. The paper argues that the planners of school-university collaborations may take for granted that they share common reasons for collaborating without examining their goals to see if, in fact, they do. Lacking mutually examined and understood perspectives, planners find themselves unable to clearly articulate their efforts to themselves or to others, thus hindering planning, weakening school system-university ties, and short-circuiting the energy of particular projects.

AFFIRMATIVE ACTION AT AN URBAN CAMPUS OF A STATE UNIVERSITY

Blanche M. Touhill
University of Missouri-St. Louis

In the 1960's various state universities, who previously had campuses in rural areas, began establishing campuses in metropolitan areas. At the same time, federal legislation was passed and executive guidelines were promulgated to protect certain groups from discriminatory practices. To be more specific, in 1963 the University of Missouri established an urban campus in St. Louis to bring higher education at a reasonable rate to citizens from pluralistic socio-economic backgrounds. Yet the faculty and staff members hired to work with these students were not reflective of the students' backgrounds. In addition some members of the faculty, staff and students found themselves discriminated against. Beginning in 1972, as a result of federal legislation and executive orders, the St. Louis campus slowly began to alter the make up of its personnel. Nevertheless a number of formal complaints were filed, charging discriminatory practices. In an attempt to comply with federal law and solve the complaint problem, an Affirmative Action Office was established in 1975. From that point onwards greater attention was paid to hiring and appropriately compensating women and minorities who served as faculty and staff. In addition greater concern began to be demonstrated for female and minority students. This paper is an historical account of the development of the Affirmative Action Office at the University of Missouri-St. Louis.

COMPUTER ASSISTED INSTRUCTION AND LEARNING STRATEGIES

WHICH WAY TO GO?

Bryan L. Button and Brian N. Dobbins

Department of Mechanical Engineering

Coventry (Lanchester) Polytechnic

ABSTRACT

A number of potential advantages can be obtained by introducing CAI (Computer Aided Instruction) for the teaching of a first course in thermodynamics when compared to the tape/slide framework currently in use.

In reviewing how best to implement a CAI system there is a dilemma. Should the fundamental issue of evaluating the effectiveness of CAI for students with different learning styles be tackled, based on the work of Pask and Marton, or should the issue be put to one side, and the available effort concentrated on developing CAI courseware.

The implications of the work of Pask and Marton are discussed together with their relevance to the design and evaluation of CAI. A step-by-step approach is proposed which may be used to evaluate learning strategies and/or to implement a CAI system.

A FIVE-YEAR SUMMARY OF STUDENT ATTITUDES TO AND PERFORMANCE IN A THERMODYNAMICS COURSE TAUGHT USING A TAPE/SLIDE FRAMEWORK

Bryan L. Button

Department of Mechanical Engineering

Coventry (Lanchester) Polytechnic

ABSTRACT

Over the past five years a tape/slide framework has been used to teach the first course in Thermodynamics to mechanical engineering sandwich degree students. During this period a formative evaluation has been carried out which takes the form of a questionnaire, in which the students are asked to give their feelings about, and attitudes to, learning Thermodynamics in this way. The responses to the test items in the questionnaire are discussed under the headings of : lectures, tutorials, course work assessment, organisation for the Thermodynamics course, presentation aspects of tape/slides, tape/slides as a vehicle for learning, viewing aspects of tape/slides and selected free response comments.

The final examination results achieved by students in Thermodynamics are compared to those for the previous five-year period and with those for other core subjects in Mechanical Engineering.

Some conclusions and possible future developments are given.

MONITOR THEORY AND SKILL LEARNING WITH COMPUTERS

Alice Horning
Oakland University

Stephen Krashen's Monitor Theory provides a comprehensive analysis of the teaching and learning process and therefore, provides powerful insights into ways in which computer use in learning can be most effective. The theory was developed specifically with regard to second language learning, but applies to all types of skill development. Monitor theory states that skill learning comes about through both conscious and unconscious processes, that it is ordered, that it occurs when the learner is provided with carefully designed, specifically appropriate material and that it will only take place when the learner's internal psychological needs are also being met. Mini and micro computers, because they are at home and at school, because they are interactive and individualized, and because they are "user friendly" and user ready can contribute much to skill development. Because Monitor Theory provides a specific explanation of both the computer's and the human teacher's contributions to learning it suggests that the computer is an important asset to skill learning.

STAGES OF COMPUTER-ASSISTED INSTRUCTION

William E. Russell
Merrimack College

ABSTRACT

Computer-Assisted Instruction (CAI) develops through stages: initiation, contagion, integration, and maturity. Each stage exhibits identifiable characteristics and qualities. This case study of the history of the evolution of CAI at one institution can provide insight and clues useful to others interested in furthering instructional computing.

PREREQUISITES FOR AN INTERNATIONAL EXCHANGE OF COMPUTER-RELATED TEACHING TECHNOLOGIES: THE X.25 PROTOCOL

Sanford B. Weinberg

Abstract Not Provided

TEACHING WITH TECHNOLOGY - DEMANDS AND DEVELOPMENTS

C. E. Work and D. A. Carlson
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ABSTRACT

The transmission of information and understanding of concepts are paramount in education. Formal instruction nearly always uses the chalkboard to communicate words, mathematical relationships and graphic material. Limitations in teachers' ability to draw quickly and accurately makes them receptive to considering effective technological means of presenting graphic information that is legible, understandable, colorful, dynamic and interactive.

This paper describes some of the advances, particularly in interactive color computer graphics that are being used to improve teaching in the Mechanical Engineering-Engineering Mechanics Department at Michigan Technological University. It explains what equipment is used and how courseware for using it in teaching engineering courses is developed. Two examples of interactive computer graphics sequences are given. One is an animation of the motion of a point along a helical path and the other shows the bending of a beam.

The paper also reports on a study of some of the social dimensions of such teaching, especially the attitudes and perceptions of the faculty of the department toward use of technological devices in their teaching. Faculty members were already using or were open to use of technological advances to which they have access and can find time to adapt to their courses.

THE PROFILE OF THE RECOMMENDED INSTRUCTOR: POSSIBLE SUGGESTIONS FOR THE FUTURE

Tamar Avi-Itshak, Lya Kremer
University of Haifa

Abstract

The objective of this study is to ascertain the profile of the instructor whom the students recommend to each other. Operationally, it seeks to assess the aspects of instruction which significantly explain the variance in recommended instructions, as perceived by the students.

Data were collected with the aid of a questionnaire consisting of 22 items referring to content and structure, and teaching techniques of instruction. Five thousand three hundred students enrolled in 302 courses responded to this questionnaire during the fall semester of the 1981/2 academic year in the University of Haifa, Israel.

The totality of the items explained 58; .78; .57 percent of the variance in the toal sample, in the School of Social Sciences and in the School of Humanities, respectively. Findings suggest that although specific differences exist in instructor's profile due to academic affiliations, students' priority lies with content and structure rather than with "form". Within this priority students' preferences tend to be oriented toward own needs and interests. The students, due to worldwide economic developments seem to take new roles: those of consumer and investor. This trend may be further enhanced in the future, since no major changes in the economic developments are anticipated worldwide.

THE "GOOD PROFESSOR" AS PERCEIVED BY UNIVERSITY INSTRUCTORS

Mordechai Miron
Tel Aviv University

Abstract

The purpose of the study is to answer the question: What is the Israeli instructor's conception of a "good university professor?" The study deals with the instructor's conception of the characteristics of the "good professor" with regard to the department in which he is teaching. A sample of 51 instructors from two departments were asked to select the three most important characteristics of a "good university professor" from a list of fifteen.

It was shown that instructors attached primary importance to the professor's ability to spark intellectual growth. Of secondary importance was his method of instruction. The professor's traits connected to his academic status and his personality were of relatively little concern.

There was unanimity among instructors from the two departments in their conception of what a "good professor" should be. They singled out characteristics that fall under the heading of delivery.

A disparity exists between the instructor's conception of the "good professor" and the students' conception.

THE IMPORTANCE OF THE PHYSICAL ENVIRONMENT AND EDUCATIONAL DEVELOPMENT SUPPORT TO THE UNIVERSITY TEACHER

G. A. B. Moore
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University of Guelph

ABSTRACT

This paper presents the major findings from a study exploring the value of the teaching environment to university faculty. A questionnaire containing 30 questions, each representing a teaching support item, was developed and sent out to 900 members of the Guelph University academic community and, on the basis of 278 responses, 32.3 per cent of the questionnaires mailed, a hypothesis that university teachers care about their classrooms was accepted and the support items placed in order and discussed.

The six most important items in descending order were: the opportunity to develop course content, adequate preparation time, visual contact with students, positive attitudes towards teaching on the part of the University, and classrooms provided with audiovisual equipment. The six least important items were, in ascending order: windows that open, in-service education, grants available for teaching innovations, classrooms conveniently located, control of the physical environment and recognition of teaching through Teaching Awards.

Space was left for faculty comments, both on the effect of class size on their attitude to supports and their attitude to teaching supports in general. One-third of respondents made written comment. The picture that emerges from these comments is of a faculty concerned about the work involved with large classes for which they have little time to prepare, frustrated from ill-functioning audiovisual equipment, and somewhat aggravated from what they perceive as a lack of institutional support for the teaching function. It appears that what faculty are asking for is not necessarily more material items but a more receptive attitude on the part of the university community to the value of the teaching activity.

TEACHER PERCEPTIONS OF THEIR OWN TEACHING STYLES AND PRIORITIES GIVEN BY THEM TO VARIOUS ASPECTS OF THEIR TEACHING FUNCTION.

P. Sachdev, P. Deo
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There is no regular systematic and organized procedure for evaluation of teachers in the undergraduate courses in this university. Thus teachers go on doing what they think they ought to be doing in the classroom. At best, they imitate the style of some of their own good teachers. Where a few teachers are'born' most of them learn how to teach through trial and error at the expense of their students.

Through questionnaires to the Physics faculty of under - graduate physics courses, their students and through two rating scales,an attempt at understanding the situation has been made. Two of the findings are presented here. A comparison between how teachers perceive their own teaching styles and how students perceive them reveals that there is very low degree of agreement between the two on this issue. Teachers have made a priority listing of item relating to various aspects of their teaching function. These priorities reveal that teachers favour the authoritarian, teacher- and subject-centered approach rather than a student- and discovery-centered one.

STUDENT EFFORT AS A FUNCTION OF CURRICULUM STRUCTURE, SCHEDULE AND EVALUATION MODE

Donald R. Brown[1]
University of Michigan
Hans F.M. Crombag
University of Leyden

In an effort to reformulate curricula in Dutch universities, a study of student effort in the faculties of law, chemistry, German and psychology was carried out over an academic year with a replication in the law faculty. Samples of students filled out weekly time logs detailing hours spent in class and in self study by course by day throughout an academic year. Results showed that student effort is lower on average, sometimes very much lower, than faculty expectation resulting in low success rates and/or prolonged enrollment in the university. Effort was only minimally related to success but was closely patterned by class and examination schedules except in German where frequent recitation was expected. Suggestions are made for structural changes designed to increase student effort, success rate and shorten enrollment periods based on these data.

[1] These data are part of a larger study carried out at the Educational Research Center, University of Leyden, the Netherlands and worked on by Dato N.M. de Gruijter, Peter Vos, Willem F. Langerak as well as the present authors.

THE CHEATING CRISIS IN ACADEME

Edward Drachman
University of Hartford

Richard Saul
Boston University

The teaching of ethics is a cornerstone of a liberal arts education. Yet many students, for a variety of reasons, turn to cheating in their courses. Cheating in higher education is frequent, pervasive, increasingly sophisticated, and all too often successful.

Self-reporting, anonymous student surveys at colleges throughout the United States have shown an alarming increase in student cheating. Surveys conducted at Boston University and the University of Hartford in 1982 corroborate this disturbing trend. Patterns of cheating, which are established in high school, continue in college. The most frequent ways students cheat are obtaining test information from other students, letting others copy their work, plagiarizing, and allowing grading errors made in their favor to remain.

Students indicate the most common reasons for cheating are insufficient time to study and parental pressures. Many students consider cheating a normal part of life and feel no guilt when they cheat. They also suggest successful dishonesty influences non-cheaters to cheat and misleads instructors as to how much their students are learning.

Students justify cheating in many ways, but perhaps most disturbingly by perceiving its prevalence in society, including the colleges themselves. News reports of compromised athletic programs and "padded" catalogs give students a confusing picture of what is acceptable academic practice. Student cheating, moreover, is inadvertently encouraged by the lax attitudes of faculty toward this problem. Faculty see the apprehension and reporting of cheaters as time-consuming, counter-productive, and even intimidating when faced with possible legal involvement.

To allow student cheating to continue on what is now an epidemic scale is a debasement of college education and a grave disservice to society.

PERCEPTION OF THE ROLE OF EXAMINATION IN PERSONAL DEVELOPMENT

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ABSTRACT

The increasing use of educational qualifications for recruitment, placement and promotion has led to a great escalation of qualifications. Since certificates are awarded after an examination, the objective of the educational system seems to have been geared for the preparation of students to pass examinations. There is a growing concern all over the world that this overemphasis on examination orientation in learning is likely to have long lasting undesirable non-cognitive consequences, defeating the real purpose of education whose aim is growth and development.

An international longitudinal study has been initiated with participation from researchers from the United Kingdom, Japan, Malaysia, Sri Lanka, Nigeria and India, to study the backwash effects of examination oriented learning on the adult work values and work place behaviour.

This paper presents some of the findings based on a pilot study carried out in India, regarding the perception of students on the role of examination in their personal development, as part of the major study. The results seem to indicate that a large percentage of students do perceive examination as facilitating their learning but not the development of their character as such.

CLASSIFYING THE AIMS OF CORRESPONDENCE TUTORS

Stephen M. Williams

The New University of Ulster

Abstract

A survey is made of the feasibility and utility of classifying the educational aims of correspondence tutors in the Open University. The system is briefly introduced and described, disregarding important differences between disciplines but highlighting the more problematic issues raised by the less scientific disciplines. A preliminary taxonomy of aims is given in Table 1 and used to make comparisons. This affords a base for a more abstract version (Table 2) showing the wide range of different types of comment that could be made on an assignment. The possible relevance of the Conceptual Systems Theory of Harvey, Hunt and Schroder is briefly alluded to. On the assumption of some parallelism of aims between correspondence tutors and assignment-devising central academics a tentative and rudimentary discussion is begun of the evaluation of how the tutor-marked assignment is set. Various reflections about the system and suggestions for its maintenance in good order are offered. The broad emphasis is on the plurality of possible teaching aims, but with an attempt to discuss general factors which might group and organize these aims as teaching styles. These are one factor of 'person orientation' and another of 'paedagogic level'. But perhaps "it is no matter what you teach them first, any more than what leg you shall put into your breeches first."

ADULT LEARNING STYLES AND COMPUTER TECHNOLOGY

Kari J. Berg
CPT Corporation

Brent W. Poppenhagen
Boston University

Abstract

Today's computer revolution makes serious demands on most adults whether they are engaged in continuing education or an occupation. Educators are confronted with the question of how best to guide adults as they learn computer operation. Examined here are the results of a research study conducted among 289 persons who operate data and word processing computers as part of their occupation. Designed to assess adult learning styles and learning method preferences, the study's findings suggest that educators should make fewer assumptions about what constitutes effective training-education while at the same time striving to diversify learning methodologies.

Abstract

SHARING GOOD PRACTICE

Jack Lindquist
Goddard College

Elinor Greenberg
Loretto Heights College

Arthur W. Chickering
Memphis State University

This paper shares the basic findings from an evaluation of the Fund for the Improvement of Postsecondary Education's Special Focus Program on Adapting Improvements: Better Strategies for Educating Adults. It describes the Fund's guidelines and orientation for this Special Focus Program. Then it presents the results of survey research and interview studies concerning the impact of thirteen different projects carried out by "mediators", "adaptors", and "inventors". The basic findings indicate that (a) specific support for diffusion does pay off, (b) "adaptation" and not "adoption" is the norm, and (c) institutionalization of sizable new practices requires investing time and money in local adaptation efforts. In addition, we found that it was desirable to support varied dissemination tactics and that networking was especially important. More detailed study of dissemination suggested (a) supporting disseminators who can excite interest and can facilitate the adaptation process, (b) supporting audience-oriented descriptive materials, handbooks, and workshops, and (c) supporting continuing opportunities for personal interaction with model program leaders. The most attractive model programs were (a) educationally effective, (b) compatible in purposes, structure, staffing, and activities with the target audience, and (c) adaptible, easy to modify without significant loss of effectiveness. Study of the life and hard times of dissemination and adaptation leaders lead to the following recommendations for funding agencies: (a) seek committed diffusion leaders, skilled in audience-oriented, practical writing, workshop conduct and consultation, (b) support diffusion work extensively and longer term adaptation assistance at lower levels, (c) seek similarly committed local adapters who have local leverage concerning staff and budget, (d) make funds available to local adapters who do not have adequate time or political support to quickly implement change, and (e) assign a staff member to diffusion so projects have consistent and expert assistance.

THE ADULT LEARNING PROCESS AND ITS INFLUENCE ON THE CURRICULAR DESIGN OF AN EVENING COLLEGE

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University of Maryland
University College

Although there is a considerable amount of disagreement in the study of curriculum, there is one commonality which every student of the discipline should agree upon. This commonality is the concept that the curriculum provides the conduit through which new knowledge and skills can be acquired by an individual. In essence, the curriculum can be considered as a "treatment" from which an individual can improve his life condition through the application of a newly acquired knowledge or skill.

In continuing education, the above statement carries significant importance; and is, in some sense, the basic underlying tenet of all adult education. Thus, if we can envision the curriculum of an evening college as the means by which an adult can improve his life condition, then we should make an attempt to understand the learning process of the adult. Gaining an insight to the learning process of the adult can provide us with the ability to design curriculum which is meaningful and apposite to the educational needs of the adult learner.

Therefore, the following paper will attempt to explain some of the basic components of the adult learning process and suggest the relationship of these components to the design of curriculum in an evening college.

In support of the explanation, the paper will begin with a review of the adult's problem-centered orientation to his environment. It then will address the system by which an adult acquires, organizes, and processes information.

ABSTRACT

THE DREAM DEFERRED: NON-TRADITIONAL STUDENTS AND THE NEW TELECOMMUNICATIONS TECHNOLOGY

Gregory L. Waters
The University of Michigan-Flint

For many years innovations in telecommunications technology have raised the hopes of educators around the world who have been eager to improve access to higher education for hundreds of thousands of non-traditional students. Deprived of the opportunity for educational advancement because of work or family responsibilities, class barriers or inadequate academic preparation, these students have been a primary audience for a number of distance-learning programs that rely heavily on electronically mediated instruction.

A review of existing research on enrollment patterns in Great Britain's Open University and a number of telecourse programs in America suggests that current distance-learning models have not been very successful in attracting and retaining such students, perhaps because the design of the instructional materials has not taken their special learning needs into account.

Further research on the learning styles of non-traditional students and the capacities and limitations of the developing telecommunications technology to meet these needs is required in order to more completely serve this population.

THE UNIVERSITY AND DECLINING BUDGETS: TOWARD AN INSTITUTIONAL RESPONSE (Abstract)

Jeffrey T. Doutt
Sonoma State University

University administrators are increasingly being confronted with a serious dilemma of determining how to maintain quality and meet emerging needs for new programs with shrinking bases of budgetary support. This paper suggests a typology of administrative response profiles, representative of various alternative reactions to the university's changing environment. The "resourceful" and "adaptive" administrative types are most likely to be effective in understanding the overall situation, evaluating its implications, and conducting a reallocation process linked to a plan for institutional redirection.

An alternative model for resource allocation is presented in which programmatic considerations are explicitly introduced in place of a purely formula-driven method. The shifting of resources to new areas requires that administrators plan to make other adjustments as well, particularly in order to reduce the impact of potential layoff. Faculty development efforts should be undertaken, including retraining, inter-departmental transfer, and career counseling.

Redirection of the university requires careful advance planing involving input from all those who are to be responsible for implementation of the anticipated changes. The positive approach characteristic of the actions taken by "resourceful" and "adaptive" administrators can help move the university ahead despite difficult times.

BEYOND MANAGEMENT: HUMANIZING THE ADMINISTRATION PROCESS IN HIGHER EDUCATION

Harry J. Macy
Ball State University

Thomas H. Walz
University of Iowa

The authors present an administrative theory for higher education that focuses on the development of its human resources through the humanization of administrative processes. The approach, titled humanocracy, is based on a set of management principles believed to be reflective of the uniqueness of human services oriented organizations and developing contemporary administrative knowledge, though somewhat opposed to the current direction of the bureaucratically oriented management sciences.

The principles of humanocracy form the basis of this paper. The authors postulate that a major goal of any organization is the human development of its participants, a goal that should also be placed in balance with the economic productivity goals of an organization. This is followed by an explication of the ten principles of humanocracy: priori human social purpose, human scale, human needs satisfaction, colloquial relationships, functional generalization, authority of merit, participatory democracy, primary communication, design psychology and simplification of rule and structure.

A two year case study of the application of humanocracy at the departmental level in two universities is presented to illustrate the strengths and problem areas associated with the administrative approach. Universities represent organizations designed to process and change people; administrative practices must continually evolve to confront both the educational realities of a post industrial society while meeting the social development needs of the human resources who serve and are served by higher education, if these institutions are to remain viable.

RESOURCES ALLOCATION AND MANAGEMENT AS SUPPORT SYSTEM FOR TEACHING - AN AUSTRALIAN EXPERIENCE

Anthony M. McNamara
University of New South Wales

The nineteen universities in Australia display a high level of similarity in organisational arrangements and teaching patterns. The universities have developed a centralised approach to the management of their affairs due in part to their being publicly funded and co-ordinated by the national government and also in response to the challenges of rapid growth. However, now that the universities are experiencing a contraction in funding and a lessening of support and demand, the need to maximise the use of available resources for teaching is a priority task for university management.

The University of New South Wales, the largest of the Australian universities, has now begun to develop new forms of resources allocations and management. The changes turn on an acceptance that academic and financial planning should be more closely linked and that decisions about the allocation of funds to teaching programs are best made by those most directly involved in carrying them out.

The changes have resulted in decentralised authority and administration and this paper sets out some of the results of the new procedures initiated. Attention is drawn to the impact of the changes on teaching staff and teaching programs from the perspective of a university administrator involved in the development of the new system.

The opportunities and constraints for teaching provided by the new approach to resources allocation and management are likely to have wide impact on university education in Australia given the similarity shown by Australian universities to management and teaching practices.

ABSTRACT

CAN HIGHER EDUCATION MANAGE? THE ANALOGUE OF BUSINESS ENTERPRISE

Thomas R. Plough
Rochester Institute of Technology

Current assumptions evident both within and without higher education suggest that, while academic leaders could handle campus management during a period of growth, the pressures generated by an era of decline place educators in a situation which is beyond their management expertise. More pragmatic management techniques tested over time in non-collegiate environments are needed by academic leaders. The departure point of this paper is the premise that there is more similarity than dissimilarity between useful management strategies found in the private enterprise sector and those now required in colleges and universities. This paper selectively draws upon studies and observations about the role and operation of business enterprise, and research on successful management practices and manager characteristics, as dual means for building the agenda for higher education in the decade of the 80's and for beginning the targeted transfer of managerial knowledge, roles and approaches from the private enterprise sector to the campus environment.

Studies of the role of business in our society suggest agenda items for higher education. These agenda items include the need to aggressively and clearly articulate the positive societal results of higher education to the public, the need for strategic planning, the need to be consumer-oriented, and the need to structure governance to allow for efficient decision-making.

This paper presents study findings which suggest that many professors do have certain characteristics shown to be positively correlated with management success. Another study reviewed demonstrates that stereotypes held by academicians about corporate managers' values and expectations are largely myths.

THE HOME COMPUTER AS A COMPLEMENT TO ON-CAMPUS INSTRUCTION IN WRITING COURSES

Edward A. Kline, Robert E. Burns, William I. Davisson
University of Notre Dame

ABSTRACT

After surveying the difficulties that ensue in English writing courses due to students' problems with grammar, punctuation, and spelling, the paper argues that valuable in-class time for the teaching of writing can be saved by relegating instruction in the problem areas named above to review tutorials performed on the "home computer" or microprocessor. The development and implementation of the appropriate software for such a project at the University of Notre Dame is then described. The paper closes by discussing the advantages that ensued and cites student evaluations of the project.

ABSTRACT

QUESTIONS OF CAI COST-EFFECTIVENESS: THE CASE OF ECONOMICS

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Is Computer Assisted Instruction (CAI) cost-effective? The early enthusiasm and verified instructional effectiveness of CAI during the decade between 1960 and 1974, led many in higher education to believe that CAI adaptations would increase on into the 1980s. This incidence of activity was especially visable in the teaching of economics. However, a recent review of the literature indicates that such usage in economics appears to have peaked during the early to mid 1970s. The primary reason attributed to this decline has been the question of its cost-effectiveness and not its instructional effectiveness. In light of recent technological and marketing innovations in the development, dissemination, and use of mini- and micro-computers along with their concurrent reductions in cost, many of the previously discontinued activities in economics instruction with CAI may now have become cost-effective and should be reconsidered.

This paper briefly reviews the development and use of CAI in the field of economics, summarizes as an illustration of cost-effectiveness one of the two most extensively evaluated CAI projects in economics (PLATO), and offers some comments on the future direction for CAI in higher education in light of the recent substantial decline in hardware costs.

UTILIZATION OF THE COMPUTER IN SOCIAL SCIENCE METHODS COURSES: A PAINLESS INTRODUCTION TO COMPUTER LITERACY

James B. Mathews and Marion B. Doyle

University of Hartford

The development of computer literacy in post-secondary institutions has generally been focused on the hard sciences and business application areas leaving the humanities and social sciences to remain generally in the dark corner of what is rapidly becoming a revolution in education. It is ironic that this situation occurs because it is the social science and humanities students who have generally avoided quantative subject matter and who now when they need it most are often overlooked in curricular development areas.

The techniques and approaches used for teaching computer literacy to those already in the science areas are now well developed and are in fact really just an extension of the curricular approaches already used in methods and laboratory courses. There is however a challange for the curriculum developer to bring social science and humanities students into literacy with the computer and to have them make use of its varied applications.

A developmental sequence for instructing social science students in the use of computers as part of their research methods course is presented. The procedure is successful in terms of students: (1) becoming more proficient with statistical packages; (2) taking additional computer science training; and (3) using computer modeling techniques in theory-type courses.

TEACHING CONFLICTING VALUES TO ENGINEERS

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ABSTRACT

This paper reports on an experiment to introduce the concept of conflicting human values to undergraduate students in Civil Engineering. A series of role plays in natural resources utilization and environmental quality was acted out by the students. The experiment is described and the students' feedback provided along with some observations of what made it work.

TOWARD A DEVELOPMENTAL MODEL FOR TEACHING RHETORIC

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University Of Maryland
University College
Open University

This paper assumes that rhetoricians share with developmental theorists a concern for a student's cognitive and ethical development and shows how three basic developmental premises can be implemented in a class in rhetoric. The model grew out of the author's experience teaching a course in rhetoric in combination with a course in political ethics where developmental techniques were consciously applied to achieve developmental goals. The model was based on the premises that writing tasks, as they provide students developmental opportunities to master the complexity of a subject, should be experiential, recursive and structured to provide the student a balance of challenge and support. Challenge and support variables include the degree of structure, diversity, experience and personalism contained in the course.

The author shows how six assignments in conjuction with their preparation worked to provide students a way to experience ethical dilemmas and to go over their previous work in a new assignment as they solved rhetorical problems. The analysis shows the challenge of each assignment and the adequacy of the supports in meeting the needs of the student.

Although it works best when combined with a content component which encourages cognitive and ethical development, the author concludes this model can be adapted to courses without such content components. She describes how she has adapted the model in her regular sections of advanced composition to make assignments more experiential, recursive and developmental, and the course more supportive.

DIRTY TRICKS IN THE CLASSROOM: A CASE STUDY

Anthony W. Walsh
New School for Social Research

The main thrust of the paper is that a well conceived "dirty trick" can be an excellent vehicle for developing insight into complex and sensitive social issues. The case in question centers on race relations at the university level in general and on the professor/student relationships in particular. This particular incident was staged at a major private university in the mid-west in an undergraduate class in racial and cultural minorities. The technique used was to "set-up" an allegedly true incident with which the students could be expected to sympathize, if not identify; however, all the "facts" were carefully altered in such a way as to conceal the true facts (there was a real case upon which the fictitious case was based).

The class became very intensely involved in the case and eventually was asked to make recommendations for dealing with the problem. After further deliberations, a firm course of action was agreed upon. At that point, the true nature of the problem and the attendant facts were revealed to the class whereupon several students shouted out, "That's a dirty trick!" Upon reflection, the class agreed that they gained more insight not only into the problem but also into their own attitudes and values because of the "dirty trick" than they would have from normal classroom procedures.

"NEEDS AND MEANS": RESULTS OF A QUESTIONING OF TEACHERS AT THE UNIVERSITY OF FEDERAL ARMED FORCES, HAMBURG

Arwed U. Bonnemann

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Germany

With a brief questionaire it was intended to get information on the university teachers' assessment of a couple of needs and means of improvement in university teaching. The teachers were requested to rank the given items according to their own point-of-view.

Besides this, another reason for the survey was to render comparisons to recent North-American surveys possible. With our high quote of return this seems possible and will be carried out later.

The main results of the present survey are as follows:

As the most important need of improvement the teachers of all four faculties of HSBw Hamburg name students' activation and participation in lectures. As other surveys prove, just this feature is for various reasons a problem of university teaching and difficult to realize. On the other hand both groups in the process of teaching and learning (professors and students) experience a lack in this matter.

Changes in the system of academic examinations as well as the improvement of teaching competence are ranked quite low. In these aspects, too, the respondants of the four faculties agree.

As the most important mean of teaching improvement out of the given number of items the teachers stress the provision of further financial and personal means.

In contrast to the results of the Aachen survey the preferred means of improvement in Hamburg point out "external" modalities rather than "internal" aspects of changes in competence or teaching structure.

An extension and specification of the survey in comparison with others seems useful.

Abstract

TECHNOLOGICAL INNOVATION BY FACULTY: EVIDENCE OF WIDESPREAD ACTIVITY

David R. Holmes
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University of Vermont

This study examined patterns of adoption by faculty of technological innovations in their teaching. For the purposes of the study, technology was defined in the broadest sense to mean techniques or methods of teaching.

Between 1974 and 1981 the University of Vermont Instructional Development Center made 107 grants to faculty, amounting to $232,535 for the period, for the purpose of enhancing undergraduate learning. Faculty, at a response rate of 85.6%, responded to a questionnaire assessing faculty motivations, project characteristics and outcomes.

The data showed that grant recipients were motivated by several factors in applying for grants, with considerable overlap of reasons. A majority wanted to change both what they taught and how they were to teach it. About 87% of the faculty reported that they were still using the new approach developed through the grant. About 85% of the faculty reported that they had undertaken additional teaching improvement activities, had increased their motivation to improve their teaching, and that their teaching skills had improved.

The study suggests that faculty bring a pragmatic and comprehensive concept of educational change and not driven by a single line of thought or by some envisioned panaceas. While only a small proportion adopted "hot" technologies such as computers and video, all adopted some new technology. The grants program has produced a change process that fits personal needs, integrates technologies in accordance with personal situations and is likely to elicit ongoing instructional initiatives.

DECISION-POINT FACULTY EVALUATION PLAN

ABSTRACT

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Des Moines Area Community College
and
James L. Ratcliff
Iowa State University

The effectiveness and efficiency of colleges are directly related to how well they utilize their resources. Faculty are the major human resource of colleges. To enhance the effectiveness and the efficiency of the college and to contribute to its vitality is to increase the effectiveness, the efficiency and the meaning of each work role. Faculty evaluation can help achieve this end; it can provide valuable strategic information for deciding how to maximize the human resources of the institution.

Given these human resources planning needs in colleges, it is evident that there are specific questions which an evaluation plan should address:

1. Does the faculty member's performance in the work assigned meet minimum expectations?
2. How important are the faculty member's duties to the successful functioning of the organization?
3. How may enhancement of each faculty member's strengths relative to duties assigned be promoted, and how may an individual's weaknesses in assigned duties remediated?

Described in the paper is a faculty evaluation model currently being piloted at Des Moines Area Community College (DMACC). The model addresses specifically each of the three decision-point questions.

IS OUR IUT REALLY NECESSARY (OR USEFUL, OR EFFECTIVE.....?)

Roy Winterburn

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ABSTRACT

For ten years there existed a national organisation (CCTUT) set up with the purpose of improving the standards of teaching in British universities. CCTUT now has a passive rather than an active role,but can any improvements in teaching be detected which might be attributable to CCTUT's efforts while it was taking an active role?

Such an evaluation cannot be made because of the lack of information needed to allow a 'then-and-now' comparison to be made. Instead, a number of factors have been considered, all of which tend to indicate that there is still too much poor teaching in British universities, and insufficient interest in improving teaching to offer much hope of any future improvement in the situation without the impetus of a major effect such as the student-led drive which was responsible for the formation originally of CCTUT.

THE STUDY HABITS OF STUDENTS TAKING A COURSE USING A PERSONALISED SYSTEM OF INSTRUCTION

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Institute of Science and Technology

Abstract

The paper reports on an investigation into the use made by students of the material provided on a Personalised System of Instruction (PSI) Course.

Each student was provided with a course book, a unit study guide, which included the objectives of each unit, appropriate problems and suggestions as to how the course material might be used. A questionnaire was issued to all students at the end of the time allocated for the course, in order to establish some of their studying practices.

Previous experience of asking students to undertake a PSI course, when they were taught mainly through lectures and laboratory classes, suggests that there was a marked difference in the performance between the two groups of students on the course.

The questionnaire indicated that there was a difference in the number of hours spent on the course by the two groups of students. There was a difference in the average number of units completed and in the students' treatment of the problems supplied in the units. There was also a difference in the students note-taking practices. All the students used the study guide to assist their working and most students found the test sessions useful and looked at their own marked test papers. All but two students claimed to have worked alone on the course. 50% of the students completed the course, whilst a further 22.7% completed seven of the eight units. 18.2% completed less than two units.

The results may be used to form a tentative conclusion that the ability to organise learning is an important factor in a student's ability to cope with this type of course.

A CASE STUDY OF LATENT-IMAGE AND COMPUTER-ASSISTED STUDENT FEEDBACK MECHANISMS

N. Fred Shannon
Albert Gordon
Thomas J. Cullen
Charles W. Dohner

University of Washington

ABSTRACT

Two methods of self evaluation were designed for students in a medical school physiology course. One method involved a computer terminal, the other a latent-image format. Students were assigned randomly to the methods and the satisfaction with the method was measured by means of a questionnaire administered at the end of two and four weeks into the course. While both modes were deemed acceptable by the students, given a preference, the students would choose the latent-image format. The reasons cited were that the latent-image method could be used at leisure, there were fewer mechanical problems with it, and there were no scheduling problems. The implications of these assessments will be discussed.

COMPUTER-MANAGED INSTRUCTION AT UNIVERSITY LEVEL

A CASE STUDY

Georges Delpierre

University of the Western Cape

ABSTRACT

This paper reports the use of Computer Managed Instruction (CMI) at second-year University level in a scientific discipline (Biochemistry). The particulars of the system used are discussed, as well as its implementation. Significant improvements in the pass-rate were obtained, measured by criteria in use before the implementation of CMI. Student participation in self-study and motivation was high. An attraction of the system is that a wide variety of instructional media, not necessarily based on computer technology, can form part of the whole teaching strategy.

SELF-PACED COURSES FOR IMPROVING UNIVERSITY TEACHING

Marilú Rioseco G.

Universidad de Concepción - Los Angeles - Chile

(Proyecto 2.16.14 Dirección de Investigación)

ABSTRACT

A big problem found through many years of college teaching is the negative attitude of students towards their own learning process. Due to overprotection during the years of High School, they arrive at the University unable to face their new responsabilities waiting for their teachers to tell them what to do, how and when to do it.

This attitude is specially negative for science teachers learning, since due to the quick advance on development of knowledge they need to keep up to date and cannot rely for this on the permanent help of a "teacher". They must face this need as a self-learning process with a positive attitude which unables them to be in a permanent seek for new knowledge and new teaching methodologies.

As long as the students, future teachers, continue being trained in a dependent way, they will not be able to develop an independent attitude towards their professional life. Therefore, we thought that self-paced courses could be a help for reaching this attitude that we consider extremely important.

Four semesters of teaching physics through self-paced courses proved to be successful for this purpose.

STUDENT SATISFACTION WITH SELF-PACED INSTRUCTION AND COMPUTERIZED TESTING: A CASE STUDY

Michael Steinman
University of Nebraska

ABSTRACT

Teaching classes with large enrollments is a considerable challenge. Most instructors usually feel some frustration in trying to do an effective job with them. This paper describes my approach to teaching a large number of students (445 in the spring of 1983) in an introductory course in American government. My course's format has two defining characteristics: each student moves through ten units of course material at his/her own pace; and tests are administered to students on micro-computers which also grade the exams and provide students with explanations of the material.

This strategy obviously creates more distance between instructor and students than typically exists in the traditional lecture class. Is this a problem? To answer this question, I administered a survey to 170 students taking the course in the fall of 1982. My data analysis focused on two dependent variables: student comfort in taking exams on a computer and student satisfaction with self-pacing. Findings indicate that the course is presently attracting large majorities of students who like self-pacing and do not mind taking tests on computers. Analysis suggests that using student proctors more effectively and making myself, as the professor, more visible to students may reduce the dissatisfaction that presently exists. These may be important lessons as I expect enrollments to grow because of declining faculty numbers and diminished classroom availability.

TEACHING REMEDIAL ELIGIBLE COLLEGE ENGLISH STUDENTS IN STANDARD FRESHMAN ENGLISH CLASSES

Roger G. Baker
Snow College

ABSTRACT

This report compares the achievement of Remedial English students in an English Essentials class with similar remedial eligible students enrolled in a standard freshman composition class. The purpose of the study was to determine if remedial eligible students can benefit from a standard freshman composition class and if teachers of these standard freshman composition classes can accommodate remedial students without compromising the purpose of the class.

Students in the English Essentials Remedial classes made significant gains on the language mechanics and sentence patterns sub-tests of the McGraw-Hill Writing Test. Their gains on the paragraph pattern sub-test were not significant. Remedial eligible students in the freshman composition classes made gains on the same instrument but not gains that were significant. In comparing the gains made by students in remedial classes with the gains made by remedial eligible students in standard classes, it was found that there were no significant differences. That is, remedial eligible students in standard courses made as much progress as remedial students in special courses.

It was also determined in the study that the objectives of the standard English classes were not compromised with the presence of remedial students. The findings seem to show that instructors can accommodate some remedial students in standard English courses, that these remedial eligible students can show some improvement, and that the content of the courses are not compromised by their presence.

A serendipitous finding of the study was that the attrition rate for the remedial students was greater in the remedial sections that in the standard composition classes.

RETESTING AND HIGH RISK STUDENT ACHIEVEMENT IN A COLLEGE REMEDIAL MATHEMATICS COURSE

Ping-Tung Chang

Augusta College

Abstract

The implementation of retesting in a college remedial mathematics class was a tactic for giving high risk students a second chance to learn the material. One hundred, thirty-eight subjects, from six classes, were registered to two groups which randomly assigned three classes as retesting group and the other three classes as non-retesting group, successively in two quarters. Analysis of variance with repeated measure was employed to test the treatments. The study results showed that there was no significant difference between these two groups. However, a significant increase by repeated testing interaction ($P<0.01$) showed that the retesting group had the greater gain in performance. Ninety percent of the retesting group reacted favorably toward the repeatable testing, while 7% were unsure and 3% were against it. The retesting, particularly, reduced test pressure, anxiety and facilitated learning.

The repeatable testing is an easily implemented and excellent method for giving the student another chance to learn. It will change the teachers from emphasizing the test grade as punitive test givers to teachers who use the test grade as an indicator of the student's weakness in certain areas.

The study should be replicated on a larger scale in conjunction with several other independent variables, such as ages of subjects, difficulty of mathematics content and anxiety level toward examinations.

TEN-MINUTE-TEST --- A METHOD TO EVALUATE THE ATTAINMENT OF STUDENT

Hideo Kozima
Shizuoka University

In giving lectures on Quantum Mechanics, Statistical Physics and General Physics to undergraduate students in physics course, I tried to estimate effects of the teaching and the attainment of students as exactly as possible by giving a ten-minute-test to the student in the beginning of each lesson concerning the lecture given last time to them. Students could estimate themselves the correctness of their understanding about the content of the last lecture and the teacher could know what was received correctly and what was misunderstood. He could pursue the origin of the misunderstanding in the early stage and reconsider methods of presentation and also to supplement shortage in his lecture in the next lesson. The effect of this practice is tremendous. Even students who could not attain the final goal could understand what was wrong in his study of the course and recognize his ability in physics. Use of good textbook is also recommended. Now, there are many standerd textbooks in undergraduate level physics. it is effective to use them appropriately to improve teaching.

A MODEL FOR COMPUTER-ASSISTED LABORATORY EXERCISES IN THE INTRODUCTORY PSYCHOLOGY CLASS

Thomas Brothen
General College
University of Minnesota

Abstract

The adaptation of computer technology for individual use is changing our society. Computers are playing an ever increasing part in education from pre-school to college. An important question university educators should consider is how computer technology should be utilized at the university level. This paper describes the development of a model for computer-assisted instruction and provides some guidance for university instructors developing similar instructional packages.

Three instructional packages utilizing the same basic format and designed to give students experience dealing with experimental data are described. The packages require students to generate data as experimental subjects, learn about the experiments' structures from the computer, and serve as experimenters to analyze their own data.

Each of the packages was designed with three goals in mind. They were to complement course goals, take advantage of the unique capabilities of computers, and utilize other materials in addition to the computer. The packages were evaluated through instructor ratings of student performance, student evaluations of how interesting the packages were, and student assessment of the packages' value as a learning experience. Implications for future development are discussed.

APPLICATION OF A STUDY OF DISCOURSE IN A LABORATORY SCHOOL SETTING TO UNIVERSITY CLASSROOMS

Judith S. MacDonald

Montclair State College

ABSTRACT

Student passivity in college classrooms is a phenomenon which seems to cause concern among university teachers. One of the goals of education in a democracy is to encourage students to express, develop and share ideas. University teachers of an academic discipline may not be familiar with strategies which elicit student discourse. In this study of the discussion patterns of one group of sixth/seventh grade students and their teacher at the Laboratory School of the Bank Street College of Education verbal behaviors were identified and analyzed.

It is suggested in this paper that the findings gleaned from the study of discourse in a laboratory school setting may be useful in examining university teaching. The behaviors exhibited by the teacher in this study may be of interest to and have relevance for university teachers. The system of analysis used in this study can be adapted for use as a staff development tool for teachers to examine their behavior during student-teacher discourse.

INSTRUCTIONAL DESIGN APPLYING FUZZY DECISION

Masaomi Horicka and Hajime Yamashita

Department of Mathematics, Waseda University, Tokyo

Abstract

Instructional programs are designed by sequencing many logical nodes which are complicatedly related each other. We could investigate these logical relations based on the test performance scores whether they are adequate or not.

Generally speaking, the logical structure of a subject matter is represented by a binary graph T, and the test-data structure of T obtained by the test execution is represented by a fuzzy graph F. In order to evaluate and refine the instructional flows;

(1) We extract the binary graph F_β which represents the global flows of the test fuzzy graph F applying the fuzzy decision,

(2) We compare and analyze the difference between the graph T and the graph F_β from educational point of view.

In this paper, we present our analysis method (Fuzzy Relational Structure Analysis, FRS Analysis), and discuss its application to the instructional design in higher Mathematics.

DESIGN AND DEVELOPMENT OF AN INSTRUCTIONAL STRATEGY

Brian P. Woods M.Sc.

Dublin Institute of Technology

ABSTRACT

The design and development work described in this paper derived from a consideration of the social and economic problems affecting education in Ireland. The demand for places in third-level colleges exceeds the supply. Economic development is hampered by a shortfall in appropriately skilled personnel. The resolution of these problems would involve the following;

1. Shortening formal tuition times. Extend[illegible] the usage of college facilities. Modest increases in t[illegible] numbers of instructors.
2. Shift of emphasis from whole-time to block-release mode of study, with a consequential shift from knowledge acquisition to skill development.
3. Instructors to teach cooperatively and more aggressively, using high quality instructional media and sophisticated attitude forming techniques.

The author describes how these three proposals might be put into practical effect, on a micro scale, by designing, developing and class testing two programmes of instruction, a series of laboratory practicals and a safety seminar. The production of programmes with the three qualities listed above have both technical and ethical difficulties, the latter arise especially in relation to (3) above. Both of these sets of difficulties will require further detailed consideration.

SEMINARS

Title of Seminar	Time	Description Begins on Page Shown Below
Equity and Quality for 'High-Risk' Students through the Exploitation and Integration of Technology into 'Non-Institutional' Education	Wed. 1400 - 1600	98
Non-Traditional Methods and Settings for Teaching the Liberal Arts: Three Case Studies	Wed. 1400 - 1600	99
What We Have Learned from Our Successes and Failures in Computer-Assisted Instruction	Wed. 1400 - 1730	103
Partnership in Professional Development	Wed. 1400 - 1730	107
Improving Student Performance through Automated Feedback Systems on Mainframe and Microcomputers	Thu. 0900 - 1030	111
Studies of University Lecturing	Thu. 0900 - 1030	117
Motivating Faculty in a Time of Adversity	Thu. 0900 - 1230	118
Video in Higher Education	Thu. 0900 - 1230	125
University Organization: Opportunity and Enrichment	Fri. 0900 - 1230	132
Research on Student Learning	Fri. 0900 - 1230	139
Creativity in University Teaching	Fri. 0900 - 1230	142

Being Sensitive to Student Responses to Computers in Courses	Fri. 0900 - 1230	143
How Colleges and Universities Evaluate Professors	Fri. 1400 - 1730	149
The Development and Impact of Educational Television upon University Teaching and Organization: A Case Study Approach, United States, United Kingdom, Northern Ireland	Fri. 1400 - 1730	156
Academic Work and Community Projects	Fri. 1400 - 1730	158

EQUITY AND QUALITY FOR 'HIGH-RISK' STUDENTS THROUGH THE EXPLOITATION AND INTEGRATION OF TECHNOLOGY INTO 'NON-INSTITUTIONAL' EDUCATION

Four years ago I was confronted with the "problem" of creating a highly effective college program in a prison system scattered over thousands of square miles with small groups at ten locations. The prisoners are extremely "high-risk" and the program would have to be extremely effective to have any successes. Since we began with a limited dollar amount budget, we would also have to be extremely cost-effective. After two years of attempting to test a working model, we adopted four basic premises: (1) we would exploit every virtue of technology possible and we would integrate these virtues into our planning at the earliest stages; (2) we would begin with no preconceived ideas about structure or process for the program but would begin with goals and work back towards structures and processes; (3) we would require quality faculty but would prefer non-traditional faculty, those who were "working" people in their fields; and (4) we would base our program philosophically on the most current, "tested" theories in developmental education that were available. We created the "University Within Walls-Alaska" in two more years and had 400 students enrolled in eight locations offering 1/3 of our courses through electronic means, support through competency-based open workshops, stressed the 18 micro-computers we bought, and utilized both the University computer network and the University audioconference network. Our program was based upon our own adaptation of Lawrence Kohlberg's work on moral and cognitive development. Our conclusions, after two years, have resulted in yet a third generation model focusing much more upon quality and electronic delivery. The third model would be stressed.

PRESENTERS: Randall Ackley (Chair)
Director, Telecommunications & Special Projects
University of Alaska, Juneau
U.S.A.

Beverly Grogan
Teacher
Chukchi Community College
U.S.A.

Sheila Nickerson
Instructor
University of Alaska, Juneau
U.S.A.

NON-TRADITIONAL METHODS AND SETTINGS FOR TEACHING THE LIBERAL ARTS: THREE CASE STUDIES

The seminar will examine three cases of non-traditional approaches and settings for the teaching of liberal arts by two South Carolina colleges. The first is a traveling seminar or Studycade, a directed course of study conducted while students and faculty travel abroad; the second is a community internship, designed by professors and administered by the college's Field Service Office; and the third, a traditional program leading to the B.A. or B.S. degree offered on a military base in a setting and within a time-frame different from that of the parent campus. Each of these programs has been in existence for at least ten years and the presenters have been associated with the programs discussed for a minimum of five years. A "case-study" approach will be used. For each program there will be given reasons for its instigation, a detailed description of the Studycade, internship and military-base program, explanation of its administration and of faculty involvement, and a discussion of recognized strengths and weaknesses. In each case, also, there will be an evaluation of the program described and some general conclusions drawn regarding non-traditional approaches and settings for liberal arts institutions.

PRESENTERS: Clara I. Gandy (Chair)
Professor
Coker College
U.S.A.

Joseph T. Stukes
Chairman, Department of History
Francis Marion College
U.S.A.

Robert Simpson
Chairman, Department of History
Coker College
U.S.A.

LIBERAL ARTS FOR THE MILITARY STUDENT:
MILITARY BASE BACCALAUREATE PROGRAM AT COKER COLLEGE

Clara I. Gandy

Coker College

The program, Coker College at Jackson, is not one involving non-traditional courses but that of liberal arts offerings taught in a non-traditional setting, that of a military base. Courses for credit offered off-campus by colleges and universities are not new to higher education but the program at Fort Jackson, Columbia, South Carolina, is somewhat unique because of its similarity to the degree program of the parent campus.

In the early 1970s, the Army discontinued its time-release program whereby Army personnel could attend classes full time on a college or university campus. The need at Fort Jackson was for a program offering the baccalaureat degree which could function on base and in a non-traditional time frame. The involvement of the college came in response to the initiative of the Education Services Officer at the Fort and has operated there for ten years.

Discussed will be the following topics:

(1) Description of the Program - Courses and Degrees Offered

(2) Administration and Faculty

(3) Strengths and Weaknesses of the Program

(4) A review of the evaluation of Coker College at Jackson by the accreditation team of the Southern Association of Colleges and Schools

(5) Conclusions regarding off-campus credit program, primarily the quality issue

THE FIELD SERVICE PROGRAM AT COKER COLLEGE

Robert R. Simpson
Coker College

Experiential learning at Coker College dates back to 1972. It was designed "to complement classroom activities with practical experience in the field, to address manpower needs and stimulate creative problem solving in the community, and to provide an environment which encourages life-planning and career decisions."

Coker offers three types of sponsored internships for students in all departments of the college. The first is a volunteer, non-credit internship providing a link for students seeking to serve the world about them and community agencies in need of help. A second internship is an experiential component of a course whereby professors endeavor to blend the theoretical aspect of the classroom with practical application. The third type of internship is designed for credit--from 1 to 15 semester hours. It reinforces a major by providing students an opportunity to gain exposure to and experience in their anticipated career field.

A Director of Field Service and Placement manages Coker's experiential learning program. She confers with the student desiring to initiate an internship, arranges an interview between the student and the agency supervisor, oversees the writing of the contract, administers evaluations, and generally insures a quality learning experience.

The program's major weaknesses include relatively low student participation (with lack of time as the major factor) and the limited number of available agencies due to the college's rural setting. The strengths include the opportunity to learn in a realistic setting, a growing interest in volunteer internships for career exploration and the development of closer town-gown relations. A recent evaluation of the Coker program stated that where other colleges located in relatively small communities have despaired, Coker's comprehensive program offers a worthwhile model.

Joseph T. Stukes
Francis Marion College
Florence SC 29501

A SUMMARY - PRESENTATION at Ninth International Conference

A STUDYCADE is a traveling seminar offered as a summer course by Francis Marion College. Emphasizing pre-determined topics and themes, it follows a carefully chosen itinerary in order to accentuate those topics and themes. Various audio aids are employed in the teaching process. Professors capitulize non-traditional methods of instruction.

Academic integrity is maintained through four steps: a pre-departure quiz, oral reports enroute, an original Coursebook, and a final examination. A traveling library is maintained. Grading is PASS/FAIL with PASS equivalent to a "C."

A portion of the presentation will be videotape especially prepared for this conference.

Joseph T. Stukes

What We Have Learned from Our Successes and Failures In Computer-Assisted Instruction

Arthur M. Sullivan (Chair)
Director, Extension Service
Memorial University of Newfoundland
Canada

Brian Champness
Head, Applied Behaviour Research Unit
Plymouth Polytechnic
England

Marie Cioni
Director of Educational Planning
MABU Manufacturing Corporation
Canada

J.H.F. Meyer
Director
Teaching Methods Unit
University of Cape Town
South Africa

Sanford B. Weinberg
St. Joseph's University
Philadelphia
USA

Educational Technology: Learning from Our Successes and Failures

A Seminar organized by Arthur M. Sullivan, Memorial University of Newfoundland.

Abstract of introductory comments.

Some ten to fifteen years ago the future of the new educational technology, especially computer assisted instruction, seemed extremely promising. Positive research results from early pilot projects led to the planning and initiation of ambitions and extensive educational ventures. The results of these projects, in most instances, however, proved to be disappointing and today such ambitious undertakings are viewed with skeptisism and caution. Similiar pessimistic sequences have been experienced in the case of programmed learning and the relatively new video technologies. (The single exception to this general trend of enthusiasm and disillusionment appears to be in the case of teleconferencing).

Nevertheless, in certain institutions and in selected subject areas there is no doubt that computer assisted learning and other technologies have achieved noteworthy and sometimes startling successes. Also, within the broad context of university learning, it is apparent than on an individual basis the use of the computer has proliferated in recent years.

It is likely that the nature of the basic and more subtle forms of interaction between man and machine are not sufficiently well understood. I think that understanding would be helped by a review of the successes and failures which have been experienced in this area. Accordingly I have asked representatives from four different countries Canada, South Africa, United Kingdom and the United States to present examples of successful and unsuccessful use technology from their own areas. Each will also speculate about the theoretical reasons for these results. When each has concluded I shall attempt to draw together some general trends, conclusions and suggestions.

COMPUTER ASSISTED INSTRUCTION IN CANADA: THE SECOND DECADE

Maria L. Cioni
Nabu Manufacturing Corp.

In 1972 the National Research Council Associate Committee on Instructional Technology began devising a national authoring language for computer-assisted-learning as a tool for Canadian schools, universities and colleges to use in the preparation of courseware delivered via computer. This mandate was based upon the assumption that the use of a common authoring language would enable Canadian produced courseware to be shared at affordable costs. Further, it was a Canadian standard. The outcome of this centralized effort has not been that which was foreseen. This paper will examine what has occurred on the national scene and what problems and advances have been made.

Concomitant with the national effort has been the growth of a number of projects sponsored by various universities across Canada. The work in progress as the University of Victoria, University of Alberta, University of Waterloo and the Ontario Institute for Studies in Education (OISE)will be examined. The budding symbiotic relationship of industry,university and government is achieving a measure of success. Taken in the context of the current economic situation and a changing social environment one may forecast those factors pointing to success and those which are responsible for setbacks vis-a-vis improved teaching and relevent educational opportunities for students.

COMPUTERS AND TELEVISION - THE SCYLLA AND CHARYBDIS OF EDUCATIONAL TECHNOLOGY ?

Jan H.F. Meyer

University of Cape Town

Abstract

The parallel development of information processing, and moving picture, technology in education (as exemplified by computers and television) is traced and interpreted historically. The unique attributes of these pervasive media, the general principles associated with their successful application as well as the conceptualisation of the teaching and learning process within which this occurs are analysed and contrasted. The integration of these two information technologies is then discussed.

PARTNERSHIP IN PROFESSIONAL DEVELOPMENT

Professionals are uneasily aware that advances in knowledge and skills may not always be reflected in their own practice. To do this requires the professional to evaluate his current practice in terms of its potential to be enhanced, and collaterally to study aspects of new knowledge and skills likely to improve practice. Training institutions can work in partnership with professional associations and public and private bodies concerned with development to design and deliver programmes of study which help individuals and groups in this way.

The seminar will examine four components of partnership between a higher education institution and the Northern Ireland education system in the context of a professional in-service degree for teachers, focusing on (1) need for clear understanding of and agreement on the respective contributions of the partners; (2) a concept of participation as the basic feature of learning; (3) a methodology through which the practitioner can analyse, evaluate and improve his own practice; and (4) a mechanism through which recognised and identified needs can be structured into programmes of learning for delivery through the partnership arrangement.

PRESENTERS: Mike McInerney (Chair)
Director, Educational Studies

John McAleer
Senior Lecturer

Barry Hutchinson
Senior Lecturer

Peter Whitehouse
Senior Lecturer
Ulster Polytechnic
NORTHERN IRELAND

PARAMETERS OF EFFECTIVE PARTNERSHIP

M McINERNEY

DIRECTOR OF STUDIES : ULSTER POLYTECHNIC

Who are responsible for the continued development of professionals after they complete initial training and enter practice? A variety of groups and organisations, including the initial training institution, invariably acknowledge some measure of responsibility and provide some measure of support. Between them they may deploy considerable resources. But since all may be expected to be jealous of their independence and autonomy there is likelihood of over-provision of certain kinds of support and deficiency of others. In addition, the forms of support, structures through which it is delivered, ideologies and pedagogies of providers, criteria used to judge whether given support has been worthwhile, strategies for deciding what additional support is needed, are unlikely to be coordinated. Which is to say, the provision is more likely than not to be at once wasteful and inadequate.

The seminar will assert that an educational institution which provides initial or pre-service training in a profession has a special responsibility to identify and draw together other actual and potential contributors to the professional's continued development. The role of the institution is to offer an academic and administrative framework within which all who share this commitment may make their distinctive contributions without surrender of autonomy. Ulster Polytechnic has made some progress towards developing such framework for the in-service education of teachers. It offers scope for others to design, teach, and evaluate units of an in-service Degree programme for non-graduate teachers.

Units are characterised by sharing a common basic aim (professional enhancement) and methodology (action research).

ACTION RESEARCH/ACTION LEARNING

JOHN A McALEER

SENIOR LECTURER ULSTER POLYTECHNIC

This seminar will provide an analysis of the relevance of action research methodologies in the context of classroom teaching. The analysis will focus on the ways in which the professional can analyse, evaluate and improve his/her own practice. Examples of student work done in this area will be used to demonstrate the manner in which course work assignments can meet the practitioner's professional needs.

THE ORGANISATION OF PROVISION

P G WHITEHOUSE

SENIOR LECTURER : ULSTER POLYTECHNIC

This seminar paper will deal with the matching of human and physical resources in Northern Ireland with concerns about teaching and learning as articulated by practising teachers.

I shall describe how problems that teachers encounter in the classroom or school are made known to Polytechnic staff, how as a result, Teachers' Centre Wardens, Area Education Boards and the Department of Education for Northern Ireland form a network of providers, and how a degree programme for teachers emerges that takes account of teacher concerns, and of expertise and resources that are currently available.

IMPROVING STUDENT PERFORMANCE THROUGH AUTOMATED FEEDBACK SYSTEMS ON MAINFRAME AND MICROCOMPUTERS

In this seminar the presenters will outline their work at the University of Guelph in adapting the testing and feedback components of the Personalized System of Instruction to a computerized system using a VAX mainframe and a remote videotex host database operating under Telidon protocols. In addition they will discuss their work in developing these procedures on a microcomputer for dedicated access within a laboratory setting.

PRESENTERS: T. P. Herrmann (Chair)
Professor of Psychology

G. A. B. Moore
Director, Office of Educational Practice
University of Guelph
CANADA

Arthur M. Sullivan
Director, Extension Service
Memorial University of Newfoundland
CANADA

Improving University Performance
Through Automated Feedback Systems
on Mainframe and Microcomputers

1. The Computer as an Effective and Efficient Tutor
   Thom Herrmann,
   Associate Professor of Psychology,
   University of Guelph

2. A Videotex Based Instruction System for Distance and On-Campus Education
   G. A. B. Moore,
   Associate Professor of Extension Education,
   University of Guelph

3. The Use of Microcomputers as Effective Tutors
   Thom Herrmann

4. Discussant
   Arthur M. Sullivan,
   Director,
   Extension Service,
   Memorial University of Newfoundland

THE COMPUTER AS AN EFFECTIVE AND EFFICIENT TUTOR

Thom Herrmann

University of Guelph

Over 350 students have been tutored by a VAX Computer in a PSI section of introductory psychology. These students performance and attitudes were compared with aproximately equal numbers of students in human proctored PSI and Lecture/Discussion sections of the same course.

Performance on common course examinations for computer tutored students was equal to that of human tutored students and significantly better than students in Lecture/Discussion sections.

Analysis of detailed questionaries which examined study habits, information organization abilities, and course format preference revealed that students perferred PSI to Lecture methods and accepted the computer as an effective and efficient tutor. Students exposed to both the computer and human tutors often perferred the computer to its human counterpart.

Further analysis of the system revealed that feedback to the student was most appropriate if limited to a concept and its location within the course's written material which a student had not mastered. The computer was found to be the most cost efficient and proficient at providing this form of information.

Overall the computer proved to be an acceptable and effective tutor for most of the student population.

A Videotex Based Instructional System for Distance and On Campus Education

G. A. B. Moore
University of Guelph

Videotex systems have been developed in Europe and North America within the past five years with potential applications in business, government and education. The University of Guelph is currently engaged in a major field trial of creating and providing Videotex information pages for a large database and testing its utility in 75 farm homes. Included in the project are specific applications for providing testing and feedback in Independent Study courses taken in a distance education mode.

The increasing availability of microcomputers in educational institutions presents challenges in the design and production of computer based learning resources. Canada's Telidon videotex system has been incorporated into the new North American Presentation Level Protocol Syntax (NAPLPS) and offers attractive prospects for enabling teaching staff to create their own videotex learning resources. Recent developments with microcomputers operating under the NAPLPS method provide for user friendly authoring of graphic and text pages with minimal computer knowledge.

THE USE OF MICROCOMPUTERS AS EFFECTIVE TUTORS

Thom Herrmann

University of Guelph

Microcomputers when used under a time sharing arrangement provide a cost efficient methods of providing PSI type tutoring spread over several small enrollment courses.

The University of Guelph is presently developing and testing a prototype system which allows up to four students at any one time to share a single Apple IIe computer by an extended disk storage capability. This arrangement allows simultaneous efficient tutoring in several different courses. The system offers particular advantages for use in courses with small enrollments when PSI or AT methods are usually ignored.

Initial evidence suggests that the microcomputer system allows proficient use of minimal monetary, space and personnel resources yet still significantly improve student performance over traditional Lecture/Discussion methods presently in use.

IS 120

Discussant - Arthur Sullivan
Memorial University

The preceding presentations will be responded to by Arthur Sullivan who has had major responsibility for the development of an independent study centre and a modular approach to the teaching of psychology using the concepts discussed. He has also been engaged in the use and evaluation of Teldon technology.

STUDIES OF UNIVERSITY LECTURING

DAVID MACK
Loughborough University of Technology

ANDREW WILSON
Loughborough University of Technology

GEORGE BROWN
University of Nottingham

This seminar provides an opportunity to report research findings in styles of university lecturing; to demonstrate these styles, and to discuss the implications of the research for teaching and staff development.

The research, conducted at Loughborough and Nottingham Universities and based on a survey using a random sample of lecturers from both institutions identified three principle methods of lecturing. Five distinctive styles of lecturing were also identified. These were found to be related to subject area, marginally related to status of the lecturer, but unrelated to length of teaching experience. The survey also included semi-structured and open-ended questions on common weaknesses, likes and dislikes of lecturing and advice which respondents would give to new lecturers.

Each of the three co-presenters will describe the findings relating to different faculties, covering arts, science and engineering, social sciences and medicine.

ASI

MOTIVATING FACULTY IN A TIME OF ADVERSITY

Presenters: Kenneth Eble
University of Utah, U. S. A.

Lionel F. Evans
The City University
London, England

John F. Noonan
Virginia Commonwealth University
U.S.A.

Ronny Swain
National University of Ireland
Cork

A time of adversity seems to be common to colleges and universities across the United States and in Ireland and England. Thus all the presenters perceive an increased need to offset the affects of dissatisfaction, frustration, apathy, and gloom on college and university faculty. Though academics incline toward being altruistically self-motivating, extrinsic motivation has always been important. Faculty responses to cut-backs, competition for jobs, salary restrictions, and diminishing perquisites emphasize that college professors are indeed motivated by salaries, working conditions, recognition, and the like.

In England, activities funded by Education Development Projects in the UGC identified low morale among individuals at all levels in the University system. From this basis, efforts are being made to provide a higher degree of "job satisfaction" in an academic world which has accepted such activities in industry and commerce but has not regarded them as appropriate to academia.

In Ireland, adverse conditions have developed only recently. The current situation at Cork is familiar: state funding, the major source of income,

has been cut back; staff recruitment has been curtailed, and student fees have been steeply increased. Ronny Swain, a psychologist, uses these conditions as background for examining the applicability of classic motivation theories such as those of McGregor and Herzberg. In addition, parallels are drawn between motivating students and motivating faculty. The role of institutional and individual forces in motivating faculty are also examined.

The two presenters from the United States report on different aspects of systematic efforts to motivate faculty observed in the course of their work in faculty development. John Noonan reports on work with faculty, administration, and students in two colleges over several years trying to identify sources of satisfaction, motivation, and productivity. Among the important questions raised are: Who is responsible for motivating faculty? What assumptions about motivation make the most, and the least, sense? Why, in this instance, did the college most preoccupied with motivating faculty seem to be less successful in doing so? From this case study, a number of conclusions about faculty motivation in general and with respect to offsetting adverse conditions will be drawn.

The other report from the United States will examine the activities of systematic faculty development efforts in a wide range of colleges and universities in the last decade. The identification by faculty of their perceived development needs is one way of identifying sources of motivation. Efforts now under way to evaluate the success of 29 varied faculty development programs funded by the Bush Foundation in Minnesota and the Dakotas

should shed light on effective and ineffective faculty development practices and on the larger question of faculty motivation. Reference will also be made to other major faculty development efforts being made in the United States. One crucial distinction between faculty development efforts that increase faculty motivation and those that don't is between those identified as coming from the faculty---calling more upon intrinsic sources of motivation---and those which seem imposed from outside---are more identified with coercive extrinsic motivation. The role of administrators is discussed as important not only to creating successful faculty development programs but to providing motivation within customary institutional frameworks.

FACULTY DEVELOPMENT AND FACULTY MOTIVATION

Kenneth Eble

University of Utah, U.S.A.

Systematic faculty development, often supported by outside funds, has been a noticeable phenomenon in the United States in the last decade. Funding for research, travel to attend professional meetings, and sabbatical leaves has long been commonplace though unevenly available across the range of collegiate institutions. What is new about current faculty development is its emphasis upon support of teaching as against research, its embodiment in faculty committees or offices, and its relationship to increased scrutiny of faculty performance.

The presentation draws upon work of the Project to Improve College Teaching in 1969-70, which had "career development" as a major goal, current work with the Bush Foundation's Faculty Development program affecting 30 diverse colleges and universities, and acquaintance with other faculty development efforts in the United States.

Motivating faculty is central of all faculty development efforts. This paper discusses what faculty tend to identify as the kinds of support most important to their development. As colleges ascend the prestige scale, support of research and professional activities are regarded as most important even when developing teaching competence is a program's stated aim. A number of other needs are commonly identified: travel and visits of outsiders to a campus; released time or financial assistance in revising courses and the like; funds for seminars, workshops and the like.

The paper discusses the relationship of these specific efforts to motivate faculty, and in adverse times, to ordinary sources of faculty motivation. Of particular interest are the personal and institutional forces which may be highly motivating on even very hard-pressed campusses.

"MOTIVATING FACULTY IN A TIME OF ADVERSITY"

"THE VIEW FROM BELEAGURED BRITAIN"

Lionel F. Evans

The City University, London, England

The motivation of students has long been recognised as a major factor in their academic performance. The subject has been extensively researched, and results of that research are now evident in many aspects of student selection methods and the provision of guidance and counselling.

It has been assumed, generally, that academics are essentially self-selecting and altruistically self-motivating, in fact this has been held to be a major reward in taking academic employment. The need for the institution to provide "Job Satisfaction", and many concepts associated therewith, has commonly been regarded as appropriate to the hurly burly of industry and commerce, but to find little application in the groves of academe.

Evidence arising out of some of the activities in the U.G.C. funded Educational Development Projects, initiated in the early seventies, revealed dissatisfaction and indeed despair and apathy among individuals at all levels in the University system. Surveys made by the Further Education Staff College, and trade unions in the public sector, supported these findings.

The swingeing cuts in financial provision for Higher Education in some ways exacerbated, and yet in other ways alleviated the situation.

As Dr. Johnson said "When a man knows he is to be hanged in a fortnight, it concentrates the mind wonderfully", and the threat of premature retirement, or even dismissal, has brought about some marked resurgences of activity.

The seminar presentation will address the findings of a number of the surveys made, and the subsequent activities designed to resolve the identified problems. It will, further, consider the effects of expenditure cuts and consequent changes in faculty/student ratios as they have affected morale and motivation. Finally, a number of forward-looking proposals, presenting possible "motivating" enterprises, will be described.

John F. Noonan
Virginia Commonwealth University

Panel: Motivating Faculty in a Time of Adversity

Keeping Faculty Safe From Salvation

I have been interviewing faculty, administrators, and students in two colleges for several years, trying to learn why faculty in one seem more stimulated than faculty in the other; why the "productive" people in one seem more spirited, and why their students are more venturesome intellectually than students in the other school.

Some of the difference, I shall suggest in this presentation, arises in the assumptions about "motivating faculty in a time of adversity" that guide evaluation and reward practices in these institutions. At least one paradox will emerge in my commentary: the school more preoccupied with the subject of motivating faculty appears to me to be stifling that quality.

Among the questions I intend to discuss on the panel are these: Who is responsible for motivating faculty? What, if anything, can be done to motivate a faculty member? Why has morale plunged, and what can be done about it? What assumptions about motivation make the most sense? the least sense? Is it possible that if we defined the problem of motivation differently we would approach faculty differently?

In the beginning, I shall focus on the experiences of faculty, students, and administrators using interview passages to make the analysis concrete. After critiquing the underlying assumptions about motivation by considering their effects on faculty, I shall close by offering several fresh propositions about the subject.

A PSYCHOLOGICAL ANALYSIS OF FACULTY MOTIVATION

Ronny Swain
National University of Ireland, Cork

1. The Irish Context It is only recently that Ireland has caught up with the adverse conditions familiar to academics elsewhere for at least a decade. The situation in Cork is typical of the country as a whole: state funding, the main source of university income, has been cut back, staff recruitment has been severely curtailed, and steep annual increases in student fees must surely soon affect student recruitment.

2. The Nature of Motivation In the absence of any new theories of work motivation, I examine the applicability to universities of classic theories such as those of McGregor (Theory X: workers are lazy and shiftless; Theory Y: workers are self-motivating and trustworthy) and Herzberg (Two-factor theory: satisfiers --e.g. promotion--increase motivation when present; dissatisfiers--e.g. status--decrease motivation when absent). Adverse external circumstances can be included as influences on faculty morale. Motivating professors may not be different in principle from motivating students, and so examining the demands placed on the latter may be instructive.

3. The Role of Institutional Structures in Motivation Power, communication and reward structures can promote or hinder faculty motivation, and their influence may change or be enhanced at a time of retrenchment.

4. The Role of Individual Factors in Motivation Individuals differ in the needs they experience in the institutional setting, and therefore in what motivates them; and they are also likely to respond in different ways to adverse circumstances. Apart from these inner sources of motivation, academics are occasionally stimulated by external events--such as involvement with a particularly rewarding class of students, or committee of colleagues--which revitalise their job involvement. This kind of occurrence is difficult to programme, but when it does occur it is a strong antidote to gloom and doom.

Centre for the Advancement
of Learning and Teaching
Griffith University
Nathan, 4111, Qld, Australia.

SYMPOSIUM

VIDEO IN HIGHER EDUCATION

(3½hrs)

Panel:

Ortrun Zuber-Skerritt (Chairperson), Griffith University (Australia).

Klaus Breuer, University of Paderborn (West Germany).

Bob Haynes, University of Adelaide (Australia).

John Jones, University of Auckland (New Zealand).

Alex Main, University of Strathclyde (Scotland, UK)

Arye Perlberg, Israel Institute of Technology (Israel).

Norman Kagan, Michigan State University (USA).

Dietrich Brandt, Technical University Aachen (West Germany).

Steve Foster, University of British Columbia (Canada).

James Gibbons and William Kincheloe, Stanford University (USA).

Jon Stanford, Queensland University (Australia).

Wolfram Laaser, Fernuniversitat Hagen (West Germany).

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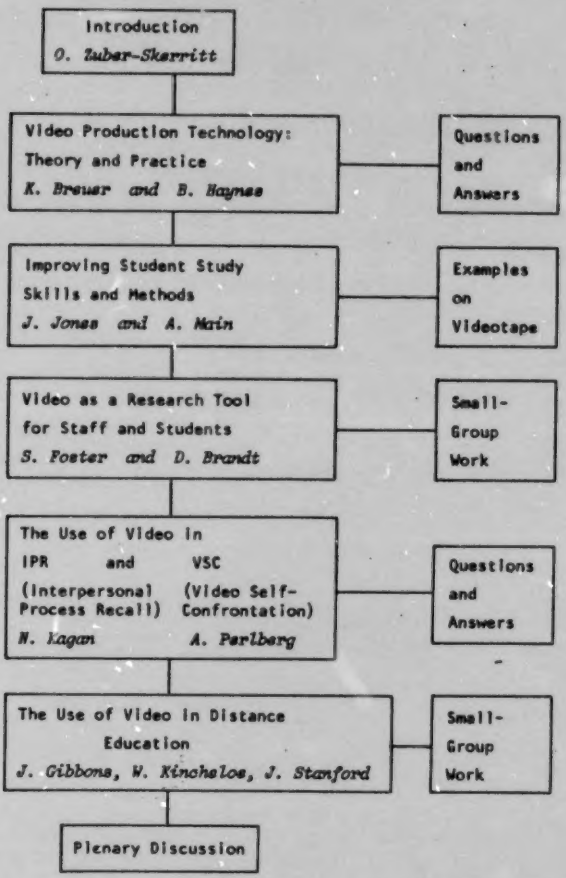
of Learning and Teaching
Griffith University
Nathan, 4111, Qld. Australia.

VIDEO IN HIGHER EDUCATION



Video in Higher Education

This seminar presents the results of a project shared by 34 researchers, teachers, educational technologists, staff developers, consultants, student counsellors and psychologists from Australia, Canada, England, Germany, Israel, New Zealand, Scotland and the USA.

We have examined the use of video in higher education to improve learning, teaching, interaction, personal behaviour and communication. The focus is on the use of videotape, video-cassette and videodisc, not of celluloid film or broadcast television. The contributions are, in essence, theoretical statements deduced from experiments and case studies, or they present applications of theories to educational practice.

Video is not promoted per se in a vacuum detached from the learning task and the learner, but as a medium by which specific educational objectives under certain appropriate conditions can be achieved.

The instructional designer must consider all three components: the learning content, the cognitive structure of the respective learner, and the medium. Therefore, statements about the use of video may be most meaningful when they specify the learning task or the specific learning situation.

Video, which has frequently been misused, or not used at all, by teaching staff, has great potential for influencing the learning process, if acted upon and viewed from a theoretical framework.

VIDEO PROJECTS BETWEEN MASS MEDIA AND UNIVERSITY CURRICULUM

Karin Schmitt and Dietrich Brandt

Centre for Research and Development in Higher Education (HDZ)
Technical University Aachen, W-Germany

Abstract

Mass media play an important role in our society. Today, many mass media users frequently tend to experience reality largely via these means rather than through direct exposure to reality. Research has shown that their ability to master reality seems, therefore, to decline. Over the last 60 years, many authors have been discussing the dangers of merely consuming media products and demanding that radio and TV develop from one-way communication to means of two-way communication. The public would then be able to participate in, and control communication in society. In this paper, several of these authors are discussed in some detail: they have been particularly influential in W-German discussions on TV and on alternative approaches to mass communication through video. They have also stimulated aims and perspectives for quasi-utopian, anticipatory visions of a media future as well as for concrete media projects.

Since 1974/75, the Centre for Research and Development in Higher Education (HDZ), Technical University Aachen, has been running such media projects for students to develop critical attitudes towards the media and to enable them to act differently in terms of both personal communication and public communication. Concept, dimensions and experiences of these projects are described in this paper.

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INSTRUCTIONAL DESIGN WITH REFERENCE TO COGNITIVE LEARNING - TEACHING THEORY [1]

Klaus Breuer

Universität - GH - Paderborn

Uses of video and computer technology in higher education are stimulated by recent technological developments again. This however does not end in meaningful applications of technology on its own.

A new source of necessary guidelines for courseware development is seen in the results from cognitive learning-teaching research, as opposed to the behavioral approach of instructional design.

Within this orientation cognitive-based aspects of instructional design are derived from a basic model of learning and thinking. The aspects are labeled:

- content analysis,
- student analysis,
- learning analysis, and
- instruction analysis.

They shall be explained in examples and thus allow for a discussion on the evidence of the approach proposed.

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[1] The contribution is directly based on the work: Tennyson, R.D. & Breuer, K. (in press) Cognitive-based Design Guidelines for Using Video and Computer Technology in Course Development. In Zuber-Skerrit, O. (ed.) Videology - Video Uses in Higher Education.

VIDEO IN HIGHER EDUCATION

John Jones
University of Auckland.

During 1981 a series of five short films was produced, with the aim of helping students cope more effectively with their university studies. Two separate - but related - aspects of the films are considered:

(a) the rationale and logistics for the particular method of production which was adopted

(b) the use of the video-films.

Each of the films was produced in five stages, from a central core of unscripted student interview material. The structure of the films emerged out of this interview material which was edited into a "script". Visual material and voice-over commentary were used to complement the script material and impose a conceptual structure upon it. The basic aim - which seems to have been achieved reasonably well - was to present students with some structured advice to which they could relate in a personal way.

The films have been used both as self-contained presentations and as elements in Workshops. Some of the factors associated with the successful use of video-films in each of these settings are discussed, and related to possible rationales of film production.

THEORETICAL CONCEPTUALIZATION OF VIDEO SELF-CONFRONTATION IN HIGHER EDUCATION

ARYE PERLBERG

TECHNION-ISRAEL INSTITUTE OF TECHNOLOGY, HAIFA, ISRAEL

The use of video self-confrontation (V.S.C.) as a method to induce behavioral changes in people in different settings, has been growing. It is used extensively in all levels of formal and informal systems of education to improve teaching-learning processes. It is recognized as a very powerful and effective method in the acquisition of psychomotor, communication and social skills by industry, business, armed forces, public organizations and other groups involved in training. In higher education it is used extensively in the training of professionals and in improving teaching-learning skills of both teachers and students.

Practitioners in different settings describe it as a break through and one of the most powerful techniques in training and therapy. However, the major reviewers of the literature on V.S.C. in the last three decades have consistently pointed out that: (1) there is relatively little qualitative and quantitative research which explores the underlying processes of V.S.C., (2) the design and methodology of many of the studies were weak, and (3) there is not, as yet, a theoretical conceptualization of V.S.C. processes. Therefore, there is still a need to prove many of the claims advanced by practitioners about the effectiveness of V.S.C.

This paper will review two of the theoretical conceptualizations and tentative explanations of the V.S.C. process. The first is based on affect, such as self-confrontation, disonnance, anxiety, stress, distress and eustress. The second explanation is based on a cognitive and information-processing approach and include: feedback, self-concept, self-efficacy and attribution theories. The paper will also point to an emerging integrated conceptualization which may provide better insight into the process which should be the focus of further studies. Special attention will be given to the implication of this theoretical conceptualization for faculty developers involved in the improvement of teaching-learning processes.

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University Organization: Opportunity and Enrichment

Janet G. Donald (Chair)
Director
Centre for Teaching and Learning Services
McGill University
Canada

Arye Perlberg
Department of Education
in Technology & Science
Israel Institute of Technology
Israel

Susan Sayer
Director of Teaching Development
University College Cork
Ireland

Peter Tlach
Universität Bern
Switzerland

University Organization: Opportunity and Enrichment

Janet G. Donald

McGill University

As we enter the era of resourcefulness in higher education, aware not only of the demand for accountability but of the need to make five loaves and two fishes feed the multitude, we face new questions of faculty and university development. Our teaching and research institutions are being called upon to make major changes in their goals and operation in a minimal time period and with less assistance. This seminar is devoted to the perspectives and procedures which could enable universities to become more resourceful. The traditional goal of the university has been the advancement of knowledge. Higher education has been concerned with those cognitive operations which are most readily shown by scientific and technological advance. As we move into post-industrial society, the development of human resources and of modes of interaction and decision making become critical goals. This suggests a trend to a more holistic view of education in which affective and personal development are taken into consideration as well as cognitive development. It also requires a revaluing of ethical development which has fallen into disrepute because of the emphasis on the cognitive.

In recent documents, both public and academic, attention has been directed to the responsibility of the university to society. Bess (1982) argues that the university not only has a responsibility to do

research, but that it has an equal responsibility to establish and maintain standards of interpersonal relations on which the society and culture can model themselves. The Quebec Government has voiced the importance of the rule of the universities in determining the future of society (Conseil Supérieur, 1981). Perhaps most telling is the document published by the Organization for Economic Cooperation and Development entitled The University and the Community (1982). The thesis of this document is that the role of the university in the future will change from being one of freedom without power to partnership in social change. In order to fulfill these responsibilities, the university will itself have to develop new patterns of governance which are flexible, allow autonomy, and are at the same time responsive to society as a whole. The ramifications for student, faculty, and organizational development are myriad.

We will begin the seminar with the perspective of the individual professor and the phenomenon of burnout. Professor Perlberg will address the changes that will be necessary to create a rejuvenating atmosphere in a university which can no longer depend upon an influx of new professors for renewal. He will discuss issues such as the use of confrontation techniques in combatting faculty burnout and how to approach faculty midlife crises and adult development.

Dr. Donald will then take the perspective of the university as a whole. The era of accountability ushered in program review procedures. The eighties suggest in addition major changes in university governance procedures. Decision making becomes a more critical

function when it results in major resource reallocation coupled with a move to a smaller operating base. Within this framework, the program review process, both for unit self-review and for planning and priority decisions, can be seen as an opportunity for personal and departmental development. The procedures which will support resourcefulness and creativity are contrasted with other management approaches.

Professor Tlach will speak from the perspective of organizational development. The theoretical patterns of the development of an organization suggest three phrases. In the pioneer phase, decisions are made by a central figure. As an organization develops, rules of scientific management are introduced, until a third phase occurs in which integration and flexibility are the key descriptors. These patterns will be applied to the university with suggestions for directions which university administrations could take in facilitating organizational development.

Finally, we focus on the role of the faculty developer in supporting a new form of university organization. Professor Sayer will discuss directions and procedures for adaptation, and a prognosis for the future.

COMBATING FACULTY BURNOUT AND FACILITATING SELF RENEWAL

Arye-Perlberg

Technion-Israel Institute of Technology - Haifa; Israel

Job burnout is described as physical, emotional and mental exhaustion, a process of wear and tear resulting from work related stresses. This phenomenon affects the person's productivity, effectiveness and quality of life. Burnout is especially acute in human service professions of which teaching is one. The natural stresses inherent in the teaching profession have increased in recent years due to socio-psychological, political and economical developments. There is mounting pressure on teachers for greater accountability for the ills of education, and even those of society as a whole. This burnout phenomenon increases when pressures are perceived as unjustified.

The academic system, with its many inner contradictions, has been a source of frustration, stress and burnout. The system expects productivity and effectiveness in research, teaching and services, but rewards only or mainly research. Recent economic constraints and mounting presssures have increased insecurity and uncertainty. This has also affected research productivity and the general quality of life of the faculty.

This paper will focus on the academic system's self-interest in achieving its goals and its social obligation towards its students, faculty and the public at large, to prevent, alleviate and combat burnout and wear and tear of it's faculty. Special emphasis will be given to the faculty's role in self renewal through confrontation techniques, in spite of a non-rewarding environment.

UNDERSTANDING THE UNIVERSITY AND ITS ORGANIZATION

Peter Tlach
University of Bern, Switzerland

Universities are social systems: changing, developing, sometimes regressing, and unique. They have their own spirit formulated sometimes as policy. The members of a University (especially the faculty) are self-responsible, but agree to most general policies, contribute to the pool of knowledge, introduce people to their knowledge and render services for different organizations. My understanding is that the members of the university (faculty and administration) should adapt and develop their own abilities and the institution's structures. What the faculty needs is a "metaphorical description" or analogy to understand the university they live and work in so that they can develop methods to sense, develop, consider, and make decisions about the university.

The organization of a university can be seen to be in one of three different stages: pioneering, organizational or developmental stages. The pioneer is the founder, creator or pathfinder of the organization. The characteristics of this stage are: flexibility, creativity, change, and fast decisions. The pioneer has a direct contact with reality; he or she knows nearly every detail and is the heart and head of the organization. What the pioneer needs are helpers, assistants but also personal independence, or freedom. The organizational stage characteristics are: organizational structures, rules,

scientific management (either primarily technical, economical or human oriented), stability, and productivity. The system is more important than the individual member. The developmental stage is the synthesis of the two former stages. Characteristics are: rules, structures and how they serve people: a human and holistic approach to reality. Members evaluate themselves and define the organization. Personal and organizational development is institutionalized.

Freedom is the principle for the pioneer, equality is for the organizational stage. Freedom and equality are constitutional for the third stage. The new principle is mutual support among members and parts of an organization with the flexibility to accept differences.

Most universities are in conflict between freedom (professors are pioneers), and quality (administrators prefer an economical organization). The solution of the conflict would be for both parties to learn to accept differences. For professors, economical thinking and an appreciation of the organization is a must. For administrators, the importance of freedom for teaching and research should be a base of every evaluation and structuring. Awareness methods which show the "hidden" problems are one approach to reaching this stage.

RESEARCH ON STUDENT LEARNING

an international perspective

Chairperson : Marcel L. Goldschmid, Swiss Federal Institute of Technology, Lausanne, Switzerland.

Presenters :

- Dahlgren Lars, University of Gothenburg, Sweden
- Entwistle Noel, University of Edinburgh, U.K.
- Goldschmid Marcel L, Swiss Federal Institute of Technology, Lausanne, Switzerland
- Hawkins Anne, University of Utrecht, Holland
- Van Overwalle Frank, Free University, Brussel, Belgium

Discussant :

- McKeachie Bill, University of Michigan, U.S.A.

Abstract

by

Marcel L. Goldschmid

As teachers and administrators in higher education it is vital that we become more knowledgable about who our students are and especially how they learn. All too often instructors merely attempt to transmit information without adapting their teaching strategies to student needs nor organizing course content as a function of the learner's capacity of assimilation.

How do university students learn ? What are the personal characteristics of the successful learner ? To what extent do learning skills and study methods contribute to student performance ? What are the effects of different teaching methods on learning ? Does individualized instruction constitute a viable alternative to traditional teaching methods ? What knowledge do the students retain beyond course exams ? What are the long-term effects of university instruction beyond the diploma, for example, in a professional activity ?

The five presentations and the discussion are designed to provide some answers to these questions based on results from research studies. The panel will also address some methodological and theoretical issues, such as comparisons between "outcome" and "process" studies, the usefulness of the Aptitude-Treatment-Interaction model as a frame of reference, "micro"- and "macro" approaches and the respective advantages and difficulties associated with the use of questionnaires, interviews and tests.

The format of the seminar is as follows :

After a brief introduction by the chairperson, the first three panelists will make short presentations followed by a first discussion with the audience.
After the coffee-break, the other two presenters will make their contributions before the discussant states his views.
The seminar will hopefully conclude with an intensive exchange with the audience.

RESEARCH ON STUDENT LEARNING

an international perspective

Nothing Succeeds Like Success

C. Anne Hawkins

Rijsuniversiteit te Utrecht

A literature research project* on the problems of articulation between school and higher education has led to the following conclusions:

1. Students are likely to be successful if they are studying in departments with a tradition of student success.

2. Students succeed in excess of pre-college predictions if they succeed in their first trimester, and vice versa.

3. Beginning students who might be considered to be at risk (being older, from a non-academic background, with work or family commitments, from a cultural minority etc) can nevertheless succeed if they are provided with individual academic and personal guidance until they can operate independently, and are thereafter monitored.

4. Even first year students can succeed in high level intellectual tasks involving intellectual discourse if they are provided with appropriate models, strategies, opportunities for practice and feedback.

5. Students who have experienced a lack of learning competence can usually be helped to regain it, provided that appropriate remedial help is sought in good time.

Case studies on which some of these statements are based will be presented.

* *Skimming the Milk and Whipping the Cream*, Anne Hawkins, Afdeling Onderzoek en Ontwikkeling van Onderwijs, Rijksuniversiteit Utrecht.

CREATIVITY IN UNIVERSITY TEACHING

There is a growing concern among educators in all university sectors that graduates are lacking in innovatory approach, not only to their work but in the changing socio-economic situation, e.g. lack of entrepreneurism, lack of adaptability, perseverence and self-motivation. It may be that the key lies in the rigidity of compartmentalized educational systems. It may be that university education lacks elements fundamental to an individual's development such as creativity. Hence, the title "Creativity in University Teaching." The following questions will be raised:

1. What universities do to help foster creative development into and throughout adulthood?

2. What are the aims of university education?

3. To what extent is it necessary to introduce creative thinking into education as creativity very often is seen as diverging from the norm?

4. Would the introduction of creative thinking in university teaching, particularly in a subject related to science and technology, improve the quality of individual work and consequently improve the quality of products?

5. What happens to the creative child - the potential university graduate?

6. Can creativity be taught? If so, how can it be introduced to university programs?

PRESENTERS: Michal J. Ozmin (Chair)
Professor

Iseult McCarthy
Graphic Designer

Bill Bolger
Senior Lecturer
National College of Art & Design
REPUBLIC OF IRELAND

BEING SENSITIVE TO STUDENT RESPONSES TO COMPUTERS IN COURSES

This panel will consist of presentations by four faculty who have integrated computers in their courses in four distinct ways. The presentations will focus on:

1. Student attitudes and responses to computer technology in these courses.

2. Methods of gathering and interpreting the student responses.

3. Approaches to using student response data to revise courses, stimulate cross-course integration, and promote greater uniformity and effectiveness across different sections of a course.

Each presenter will focus on the above topics while discussing one of the following:

1. Using the "privacy" and "confidentiality" of computer-assisted-instruction in the affective domain.

2. Using a computer as a tool in a course in a way which is identical to its use in industry.

3. Using a computer to simulate an industrial application of computers.

4. Using a computer for more familiar drill and practice in two related courses.

PRESENTERS: L. Eudora Pettigrew (Chair)
Associate Provost for Instruction

Madeline Lambrecht
Assistant Professor of Nursing

Mary Jo Kallal
Assistant Professor of Textiles, Design, and Consumer Economics

Thomas Charles
Lecturer in Accounting

Michael Arenson
Assistant Professor of Music
University of Delaware
U.S.A.

DEPARTMENT OF MUSIC USES COMPUTER-BASED INSTRUCTION FOR MUSIC THEORY AND EAR TRAINING

Michael Arenson
Department of Music
College of Arts and Science
University of Delaware

Individualized computer-based instruction materials on the PLATO® system have replaced much of the lecture time and homework traditionally associated with music theory and ear training courses. In these courses, students must develop a variety of aural and written skills, and they need a great deal of individualized drill and practice of those skills ;if they are to become good musicians. PLATO's music theory and ear training lessons offer numerous graded drill-and-practice activities. The challenge for instructors of these courses has been to create a classroom instruction and testing environment which adequately complements the computer-based lessons.

Discussion will focus on the impact of the PLATO® lessons on the organization of the music theory and ear training courses and on the attitudes of students toward computer-based instruction in music.

ACCOUNTING STUDENTS LEARN BASICS WITH MICROCOMPUTERS

Thomas W. Charles
Department of Accounting
College of Business and Economics
University of Delaware

Because virtually every large or small organization in the United States has a computerized accounting system, students are being taught how to use the microcomputer as a tool to accomplish the accounting task. Students use an old fashioned practice set and process accounting entries on a commercially available accounting program using microcomputers. The practice set, which supplements the text, has been tested and revised several times before being used in the course. Comments of the students and faculty members after each test contributed to the revisions.

The instructional model was implemented in the fall of 1982 and was used in all 23 sections of the course. Reactions of students and instructors to the approach will be discussed.

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STUDENTS USE A CAD/CAM SYSTEM TO STUDY APPAREL DESIGN AND APPAREL PRODUCTION

M. Jo Kallal
Department of Textiles, Design and Consumer Economics
University of Delaware

Interactive computer graphics are changing the way clothing is designed and manufactured and the way apparel design is taught in the Department of Textiles, Design and Consumer Economics. The computer-aided design and manufacturing system (CAD/CAM) enables our students to design and grade patterns, schedule cut orders, and lay markers using the same equipment and methods that the apparel manufacturer does. As integration into the apparel program takes place, the effects of students' personalities on their adaptability to the new learning situation are examined. Apparel design students are presented with an independent spatial problem-solving task--to lay an efficient multi-sized marker--to be performed for the first time on an industrial computer system.

Discussion will focus upon the relation of selected California Psychological Inventory personality dimensions to student performance of the task (marker efficiency, number of trials attempted, time) and attitudes toward independent interaction with the CAD/CAM systems. Results of the project will be used to personalize future instructional strategies.

PLATO® HELPS NURSING STUDENTS CONFRONT THEIR UNEXPRESSED FEELINGS ABOUT DEATH AND DYING

Madeline E. Lambrecht
College of Nursing
University of Delaware

Self-awareness related to the death experience is a necessity for nursing students and other health care professionals who must deal with death often throughout their careers. A PLATO® lesson has been created to help nursing students achieve affective objectives in the personalization of the death experience. The lesson, "Death: A Personal Encounter," consists of two exercises: (1) an assessment of personal attitudes, beliefs and feelings related to the student's own death and dying and (2) a simulation in which the student contracts a fatal disease and is actively engaged in the decision-making process from medical treatment to preferred death rituals and funeral plans. PLATO® affords the student complete confidentiality yet personalizes the text and graphics to capture the student's attention throughout the lesson. Information generated throughout the lesson is saved and provides a useful data base for both lesson revision and future course planning.

IMPROVING UNIVERSITY TEACHING THROUGH THE USE OF THE COMPUTER

L. Eudora Pettigrew

Associate Provost for Instruction

University of Delaware

New technological methods and materials for instruction have been developed and used in the past two decades, often without adequate research or testing of the impact on both students and teachers. Few of these "innovative" technological advances, designed to improve teaching and learning, have resulted in any pronounced change in instructional modes at colleges and universities: lecture and discussion sessions predominate in most courses at the undergraduate level and seminars are still customary at the graduate level. Videotaped instruction and closed circuit television instruction along with other audiovisual technologies have been and remain the prime forms of technology in the higher education setting. The computer as an instructional tool or medium has been considered, until recently, unwieldy and too expensive for use in individualized instruction.

Improving acquisition of knowledge and skills via the computer has been one of the objectives of the University of Delaware's Center for Teaching Effectiveness; and indispensable to that goal is the assessment of learning under new conditions, taking into account both the cognitive and affective domains.

HOW COLLEGES AND UNIVERSITIES EVALUATE PROFESSORS

JOHN CENTRA MEI-FEI ELRICK
JOHN JONES DAVID WARREN PIPER PETER SELDIN

THIS SEMINAR ON EVALUATION OF FACULTY PERFORMANCE WILL BRING TOGETHER A PANEL OF ACADEMICS FROM CANADA, ENGLAND, NEW ZEALAND AND THE UNITED STATES. IT IS TRUE THAT THE PARTICIPANTS WORK IN HOME INSTITUTIONS THAT DIFFER GREATLY FROM EACH OTHER IN ETHOS, HISTORY AND TRADITION. BUT IT IS ALSO TRUE THAT THERE IS SUFFICIENT OVERLAP IN THE PANELISTS EVALUATION-RELATED ACTIVITIES TO MAKE AN UNDERSTANDING OF THEIR ON-GOING RESEARCH AND BROAD EXPERIENCE ESPECIALLY USEFUL TO IUT PARTICIPANTS.

JOHN CENTRA, EDUCATIONAL TESTING SERVICE, UNITED STATES, WILL DISCUSS STUDENT EVALUATION AND FOCUS ON: A) CURRENT RESEARCH FINDINGS REGARDING THE POSSIBLE INFLUENCE OF EXTRANEOUS VARIABLES; B) DATA ON PITFALLS AND ABUSES; AND C) SPECIFICS OF EFFECTIVE STUDENT RATINGS.

MAI-FEI ELRICK, UNIVERSITY OF GUELPH, CANADA, WILL OUTLINE: A) THE PURPOSE AND USE OF THE INNOVATIVE "TEACHING DOSSIER"; B) CLASSROOM VISITATION BY ADMINISTRATORS AND COLLEAGUES; AND C) SELF-EVALUATION AS A DATA SOURCE IN ASSESSING FACULTY PERFORMANCE.

JOHN JONES, UNIVERSITY OF AUCKLAND, NEW ZEALAND, WILL ANALYZE: A) RESULTS OF A LARGE SCALE STUDY IN AUSTRALIA AND NEW ZEALAND CONCERNED WITH POLICIES RELATING TO STAFF PROFESSIONAL DEVELOPMENT; AND B) AN IN-DEPTH CASE STUDY OF THE EFFORTS OF ONE

UNIVERSITY TO IMPLEMENT A SCHEME FOR EVALUATING TEACHING.

DAVID WARREN PIPER, UNIVERSITY OF LONDON, ENGLAND, WILL DESCRIBE: A) HOW BRITISH UNIVERSITIES AND POLYTECHNICS EVALUATE FACULTY PERFORMANCE; B) THE GROWING INTEREST IN ASSESSMENT RESULTING FROM FEWER PROMOTIONS IN THE CURRENT ERA OF LIMITS; AND C) SUITABLE DATA SOURCES FOR FACULTY EVALUATION.

PETER SELDIN, PACE UNIVERSITY, UNITED STATES, WILL SUMMARIZE HIS JUST-COMPLETED NATIONAL STUDY ON TEACHING EVALUATION AND WILL DISCUSS SURPRISING FINDINGS REGARDING: A) CURRENT POLICIES AND PRACTICES; AND B) HOW THEY HAVE CHANGED SINCE THE LAST NATIONWIDE SURVEY FIVE YEARS AGO.

THE FAIR USE OF STUDENT RATINGS: SOME SUGGESTED GUIDELINES

John A. Centra

Educational Testing Service

We are all very much aware of the steady increase in the use of student ratings of instruction during the past decade. Along with the increase has been a shift in how they are used. Whereas instructional improvement (formative evaluation) was the primary use of the ratings ten or fifteen years ago, it has become increasingly common for colleges or departments to consider them also in tenure, promotion or salary decisions. It's safe to say that for either purpose there have been too many instances of misuse or misinterpretation. Needed, it seems are formal standards or guidelines to help institutions and faculty members better understand the appropriate applications and the limitations of student ratings.

In my presentation I will discuss the following set of guidelines, focusing in particular on the rationale for each:

1. Use Multiple Sources of Information
2. Use Multiple Sets of Student Ratings
3. Obtain a Sufficient Number of Student Raters
4. Take Into Account Course Characteristics
5. Rely More on Global Ratings Than on Other Items for Personnel Decisions
6. Supplement Diagnostic Information for Teaching Improvement
7. Use Comparative Data
8. Employ Standardized Procedures for Administering the Forms in Each Class
9. Do Not Overuse Rating Forms

HOW COLLEGES AND UNIVERSITIES EVALUATE PROFESSORS

Mei-fei Elrick
University of Guelph

Teaching is evaluated in Canadian universities primarily by gathering student opinion. In an attempt to extend the information base which might be used, the Canadian Association of University Teachers published, in 1980, a Guide to The Teaching Dossier. The dossier would include evidence of an academic's teaching accomplishments gathered from self, colleagues, former students, materials created, etc. This makes it similar to the list of publications, grants and honours the individual submits for evaluation of his or her research. Although the guide gives extensive instructions on the dossier's preparation and use, it does not seem to have made much impact on evaluation in Canadian universities.

In addition to a description of teaching evaluation in Canada, two methods of evaluating teaching (visits to the classroom by chairman and other colleagues, and self evaluation) will be considered. The former method seems to be the one universities think of most frequently when they consider ways, in addition to student questionnaires, teaching might be evaluated. This stems most likely from the perception of teaching as something which happens in the classroom and hence must be evaluated there. Self evaluation often is seen as self serving and, hence, its validity is questioned although its importance is not.

HOW COLLEGES AND UNIVERSITIES EVALUATE PROFESSORS.

John Jones
University of Auckland

Two main sources of information are used to provide a framework for a discussion of the ways in which college and university academic staff are evaluated in Australia and New Zealand. These are as follows.

1. A comprehensive questionnaire survey of more than one hundred tertiary institutions in Australia and New Zealand which was designed to elicit institutional policies relating to the professional development of academic staff.
2. An in-depth case-study carried out in a New Zealand University, which had as its aim the implementing of a systematic scheme for the evaluation of teaching.

The survey data indicates that in almost all institutions evaluation policies are framed in terms of four criteria: teaching, research, administration and "general contributions". But, the relative importance of these criteria is dependent upon academic level and type of institution. And even across institutions of a similar type there is often considerable variation in policy statements and/or the ways in which these are implemented.

Some of the issues which arise out of the existent professional development - and associated evaluation - policies are discussed. Special attention is given to the problems of validly evaluating teaching competence in a context where such activity has not traditionally been undertaken.

THE ASSESSMENT OF ACADEMIC STAFF IN THE UNITED KINGDOM

David Warren Piper
Centre for Staff Development
Institute of Education
University of London

A letter was sent to the Vice Chancellor of each university and polytechnic in the United Kingdom asking for details of guidelines and procedures for promotion committees to take account of the teaching and administrative ability of the staff they considered.

A summary of the replies will be presented.

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HOW AMERICAN COLLEGES EVALUATE TEACHING
SOME SURPRISING SURVEY RESULTS

Peter Seldin
Pace University

This state of the art presentation will describe the way more than 600 liberal arts colleges are assessing their professors and how this has changed dramatically since the last nationwide investigation in 1978.

The presentation will be based on the writer's current national research study into the policies and practices used today for the purpose of assessing faculty performance in the classroom.

Comparative data obtained in the earlier study - which used the same population and the same questionnaire - underscores the significant changes that have taken place. Clearly, a new rating game has emerged. For example:

1. Student evaluation is now used as a major source of information on teaching by nearly 70% of the colleges - a considerable increase from 5 years ago.
2. Classroom visits continue to gain in popularity. There use has nearly doubled since the last survey.
3. Almost all colleges - both public and private - report that they accord a higher level of importance today to research and publication as a yardstick for measuring teaching than they did 5 years ago.

Colleges are using different information, different emphases and different techniques to rate teaching competence from the ones used as recently as 1978.

Both staff personnel and faculty should find the presentation pertinent and useful in the continuing era of economic limits.

THE DEVELOPMENT AND IMPACT OF EDUCATIONAL TELEVISION UPON UNIVERSITY TEACHING AND ORGANIZATION: A CASE STUDY APPROACH, UNITED STATES, UNITED KINGDOM, NORTHERN IRELAND

In 1982, there were more broadcast television and cable systems operating in many parts of the world than ever before. Due to the relatively high level of technology in developing nations over the past thirty years, a sequential development of intra-college and on-campus radio stations, audio-taping facilities to supplement educational content instruction, to the increasing utilization of television media to deliver course content to students in the area of the sciences, humanities and professional schools of business, performing arts, education, health and social work has occurred in higher education. There is an international initiative to encourage higher education officials and college administrators to promote telecourses as an equally effective strategy for classroom teaching or on-campus classroom instruction. In spite of this increase in association between commercial television corporations, public broadcasting stations and institutions of higher education, some educators think that the influence of television on higher education is minimal. Although the case may be argued, consortiums have been formed, workshops and conferences have been held in many countries, and telecourse series have been offered at many institutions of higher education.

Educational television has tended to develop in somewhat unique patterns in colleges and universities in different countries. College faculties have been provided with hardware, software and learning packages. College computers have been wired to tie into national grid cable and relay systems. Attempts have been made to involve students and teachers in projects to defend new modes of education and faculty have utilized video to shape and enhance the process of education.

The objectives of this seminar are as follows:

1) To trace the origin and development of educational television technology within three international college communities;

2) To report the findings of a comparative, descriptive study that investigated faculty attitudes as educational television technology developed at Rutgers, The State University, New Jersey, USA and Ulster Polytechnic, Ulster, Ireland, U.K.;

3) To provide participants with comparative, background information on how educational television technology can develop, and the implications for improving university teaching, and encouraging thoughtful, organizational planning in higher education.

In an effort to acquaint participants with comparative developmental information on how educational television technology evolved in three different university settings, these intensive studies will bring to light important variables, processes and interactions that will help participants generalize and hypothesize for further individual study. By determining what others are doing with similar problems or situations, the participants will be able to make future plans and decisions in their own countries.

PRESENTERS:

Betty Taylor (Chair)
Acting Director
Office of Teacher Education
New Jersey Department of Higher Education
U.S.A.

Michael Klein
Senior Lecturer
School of Literature, Theater, Drama

George Wilkinson
Head, Educational Technology Unit
Ulster Polytechnic
NORTHERN IRELAND

ACADEMIC WORK AND COMMUNITY PROJECTS

University-level education for professions involves a process of synthesis of theoretical studies and practical skills, which in the technological field has made the "project-system" a traditional teaching instrument. This has in some cases made it possible to extend the project to an extra-mural exercise in community development. The project thus can acquire a realism in application of studies material, and provide practical assistance outside the College itself. Such a project-system presents points of interest in educational practice, in terms of student and staff development, organisation, and application to community needs.

The College of Technology, Bolton Street, a College of the Dublin Institute of Technology provides undergraduate courses in Architecture, Engineering and Surveying, giving qualifications at professional and technician levels. Since the mid-1960s the College has developed a system of extra-mural projects at the senior stages of these courses. These studies are commissioned generally by other institutions or public authorities. As an introduction to discussion it is proposed to present an outline of this, and the experience of typical advantages and problems deriving from work on such projects in each of the three disciplines.

In Architecture, projects have been done on physical planning, conservation and renewal in a number of towns and villages. A recent study on Donegal will be used as a case study. In Surveying similar projects have been directed to economic and land-use aspects; a study of Waterford commissioned in 1978 is at the city's request, to be extended this year, and will provide a case study. In Engineering, for 10 years past, projects have been undertaken in designing aids for the handicapped in collaboration with the Irish Union of Voluntary Organisations for the handicapped. Experience in this field will be the basis of a presentation.

PRESENTERS: Kevin Fox (Chair)
Vice-Principal
Architecture, Surveying & Building

Thomas Dunne
Department of Surveying

Sean Rothery
Department of Architecture

Oliver McNulty
Head, Department of Engineering Technology
College of Technology
REPUBLIC OF IRELAND

IUT CONFERENCE, DUBLIN; 6-9 JULY, 1983

SEMINAR: ACADEMIC WORK AND COMMUNITY PROJECTS

KEVIN FOX

COLLEGE OF TECHNOLOGY, BOLTON STREET, DUBLIN 1.

Introduction:

Education for technological professions requires a synthesis of theoretical studies and practical skills, which has made the "project-system" a traditional teaching-instrument. Projects can, in some cases, be extended to community development, and thus give realism to application of studied material within a course while giving practical assistance outside it.

Since the mid-1960s the College of Technology has developed a system of external study-projects at the senior level of undergraduate courses in Architecture, Engineering and Surveying. These studies are generally commissioned by public authorities, local communities or institutions which provide financial support and have the result of the study available for their use. The studies are mostly in physical planning and development or in some specialised technical matter.

These study-projects have proved of considerable value to the teaching-process and to community groupings. In particular, the students participation has been stimulating to them and to the people with whom they work. The activity brings a sense of professionalism, and of identity of occupation which continues, in the academic sphere, the old tradition of "apprenticeship" in integrating study and practical performance.

SEMINAR: ACADEMIC WORK AND COMMUNITY PROJECTS

THOMAS A. DUNNE.
COLLEGE OF TECHNOLOGY, BOLTON STREET.

During 1978 an Urban Renewal study of the inner city area of Waterford was carried out by the third level students of the Environmental Economics course at the College. This study was commissioned by the local Chamber of Commerce who again in 1982 commissioned a further study of the same area, to update the previous study.

The primary objectives of these projects were firstly, to give students practice in making building condition, land use and valuation surveys, allowing them to gain experience in acquiring information concerning property. Secondly, it enabled students to apply their knowledge of economics, valuations and town planning to an appraisal of the development of the area concerned.

The project involved a field trip to the study area over a period of a week and research began with a preliminary inspection of the area followed by a detailed examination of demographic features, housing, employment and the level and distribution of income and expenditure.

A number of surveys were carried out to obtain information on land use, building condition, the extent of office and residential development and traffic conditions. Extensive interviews of local officials, businessmen and community leaders were also carried out.

These activities familiarised the students with the functioning of a local economy and brought them directly into contact with the process of local administration and commerce. Subsequently, the effects of these factors were related to property values and the restriction on and pressures for development in the area.

The practical benefit for the community arose from the identification of development trends in the area and the highlighting of barriers to development. Also, the role of public and private enterprise were analysed and recommendations made as to the functioning of these. More particularly, the report formed a basis for informed discussion and would assist the Chamber when making submission concerning the review of the Development Plan for the area.

IUT CONFERENCE, DUBLIN, 6 - 9 JULY, 1983

SEMINAR: ACADEMIC WORK AND COMMUNITY PROJECTS

OLIVER MC MULTY

HEAD OF DEPARTMENT OF ENGINEERING TECHNOLOGY

COLLEGE OF TECHNOLOGY, BOLTON STREET, DUBLIN 1.

Engineers and doctors are teaming up to make life easier for millions of handicapped persons. The products of these combined efforts are new appliances and devices that offer considerable hope to the disabled for functioning more effectively in the everyday world.

In Ireland the Union of Voluntary Organisations of Handicapped exists to aid handicapped people and is a non-state agency. Within this Union there are many well known groups such as the Wheelchair Association and the Central Remedial Clinic. Members of the Department of Engineering Technology have been invited to join this committee and during the last ten years were involved in designing special purposed aid for the handicapped.

In this current academic year a final year Mechanical Engineering student visited the Central Remedial Clinic and was given the opportunity to help children suffering from cerebral palsy with his project.

He is designing a foot controlled mechanism integrated with a mini computer to give the handicapped child a form of communication system.

Typical projects in recent years are:

1. Powered Arthritic Walking Aid
2. To Design and Build a Powered Kart for Children Suffering from Muscular Dystrophy
3. Electronic Communicating Aid

SEMINAR: ACADEMIC WORK AND COMMUNITY PROJECTS

COMMUNITY PROJECT - DONEGAL - A CASE STUDY

SEAN ROTHERY B.Arch; M.R.I.A.I.
ASSISTANT HEAD, DEPARTMENT OF ARCHITECTURE

Community projects began in this Department in the mid 1960's and were carried out by the Senior year of the course. The earlier projects were large towns and were commissioned by representatives of local interests such as business, amenity and social groups. Later projects concentrated on smaller towns and villages mostly in the South and West of the country, and the aim was to produce studies for planning, conservation and renewal. The project for the town of Donegal is chosen for the purpose of this case study. The academic objective of the project is to provide the students with a learning experience in a real life situation. The students experience the problems of team work and practical task sharing. The difficulties of reconciling theories of planning with the practical desires of the community is realized in everyday contact with the inhabitants. The complexity of the interaction of local politics is often a salutary pre-professional experience. The local community benefit by the contact with cheerful, enthusiastic and idealistic young people. Local Heritage is appreciated and kite flying exercises by the students for future planning encourage a broader dialogue between the local planners and the people. The friendly, co-operative and appreciative attitude of the local people to the students give them a feeling of self esteem and the knowledge their work is useful. Community projects are felt to be a bridge between school and the working world.

WORKSHOPS

Title of Workshop	Time	Description on Page Below
Designing Effective (Video) Simulations for Decision Making Training	Wed. 1400 - 1730	165
Teaching Racial Minorities: Examining Assumptions and Practices	Wed. 1400 - 1730	167
Learning to Learn: Improving Students' Studying	Wed. 1400 - 1730	168
A Method to Solve Interpersonal Conflicts in Learning Groups	Wed. 1400 - 1730	169
Increasing Teaching and Administrative Effectiveness: A Theories-of-Action Approach	Thu. 0900 - 1230	170
Structuring and Evaluating Cooperative Education/Sandwich Learning	Thu. 0900 - 1230	171
An Adaptative Use of the Guided Design Instructional Approach Using Problem Simulations to Deliver Professional Training Curricula	Thu. 0900 - 1230	172
Conducting Discussions: Three Basic Patterns	Thu. 0900 - 1230	174
Self-Disclosure: Vehicle to Personal Growth and Improved Teaching Skills	Thu. 0900 - 1230	175
Interactive Approaches to Teaching Critical Thinking in Large or Small Group Instructional Settings	Fri. 0900 - 1100	177
Alternating Work with Study: Enriching the Placement Experience	Fri. 0900 - 1100	179
Technology Minus MOTIVATION Equals Nothing	Fri. 0900 - 1100	180

Microteaching: A Laboratory for Improving University Instruction	Fri. 0900 - 1230	181
Organizational Attitude Surveys	Fri. 0900 - 1230	182
Supervising Postgraduate Research	Fri. 1400 - 1730	183
Individual Goals and Institutional Responses: Strategies for Life-Career-Educational Planning	Fri. 1400 - 1730	184
Utilizing Confrontation Techniques in Combating Faculty Burnout	Fri. 1400 - 1730	185
Developing Students' Presentation and Communication Skills in Seminars/Tutorials	Fri. 1400 - 1730	187

DESIGNING EFFECTIVE (VIDEO) SIMULATIONS
FOR DECISION MAKING TRAINING

OBJECTIVES:

1. To provide participants with the experience of using well designed video simulations in a decision making training context.

2. To examine the dynamics and mechanics of effective simulation scenarios with emphasis on the "critical juncture" as the breakpoint for discussion/interaction in decision making training.

3. To provide an opportunity for participants to outline a simulation scenario in a content area of their choice.

4. To explore the transferability of video simulation principles to role playing and modeling techniques.

LENGTH OF WORKSHOP: 3 hours

OUTLINE OF ACTIVITIES:

Training in decision making is a critical component of many business and service oriented curricula. The vale of video simulations--in which a problem that trainees will typically confront is developed to a critical juncture demanding a decision--has been long recognized by government and industry trainers. The technique is gaining currency in higher education classrooms. Designing effective simulations, either video or live, is a creative are; but it is based on principles that can be examined and applied. This workshop will give participants an opportunity to experience the technique using well developed materials, to assimilate and articulate for themselves the principles for their design, and to design a scenario applicable to their content area. Activities to accomplish these objectives are the following:

1. Simulation in decision making training - an orientation 30 minutes

   Presentation by principal presenter with handouts.

2. Viewing and discussion of four (4) model video simulations (15 minutes for each scence and discussion) 60 minutes

   Participants will be divided into two sub-groups. Each will view the four scenes, then react to them in small group discussion as if they were trainees in the curricular areas. (Essential background and discussion guidance will be proved on a model Discussion Guide for each scene.) The principle presenter and co-presenter, who are knowledgeable about the scenes and the content areas, will act as facilitators for the sub-groups. The scenes will be drawn from materials recently produced by Capitol Communication Systems, Inc. The topic areas include: business ethics, law, corrections, medical ethics.

3. Break 15 minutes

4. Formation of principles/standards for simulation design 45 minutes

5. Outline of individual simulation scenarios 30 minutes

   Based on the criteria developed in Activity #4 and using a format sheet provided, participants will be encouraged to write in outline or narrative form a simulation scenario in a content area of their choice.

6. Sharing individual scenarios 30 minutes

   The participants will again be divided into sub-groups. They will share with one another the scenarios they have designed in Activity #5 for comment and constructive criticism from the groups and the presenters.

FOLLOW-UP ACTIVITIES:

Within the time frame of the conference (one/two days) or immediately thereafter, the presenters will return or mail a written critique of all scenarios to participants as well as a typed and annotated version of the Principles/Standards generated in Activity #4.

PREVIOUS EXPERIENCE EXPECTED:

1. Background, responsibility, or interest in media production to facilitate instruction, OR

2. Interest or experience in role playing or modeling techniques

MAXIMUM NUMBER OF PARTICIPANTS: 20

PRESENTER(S): Jerome Bird
Vice President
Capitol Communication Systems, Inc.
U.S.A.

Hanora O'Sullivan
Assistant Professor
University of Baltimore
U.S.A.

TEACHING RACIAL MINORITIES: EXAMINING ASSUMPTIONS AND PRACTICES

OBJECTIVES: To clarify assumptions about teaching racial minorities; to examine the consequences of those assumptions for instructors and students; to portray a method for fostering faculty consideration of this subject; and to form a network of interested educators.

LENGTH OF WORKSHOP: 3 1/2 hours

OUTLINE OF ACTIVITIES:

Discussion:

Analysis, in small groups, of passages from interviews with white faculty and black students. The focus here is on the effects of the reported behaviors and assumptions on students. (60 minutes)

Interviews:

Participants will interview each other using a format provided by the leader. The interview will dwell on actual teaching events with racial minorities which will be used to clarify key assumptions and their effects on instructors. (60 minutes)

Synthesis:

The leader will make an inventory of facilitative and obstructive assumptions and practices by inviting comments from workshop members. Particular attention will be devoted to four areas: handling conflict, providing encouragement, offering criticism, discussing racial topics. (60 minutes)

Implementation:

The leader will report on Virginia Commonwealth University's work in this area supported by the Fund for the Improvement of Postsecondary Education. The workshop will close with an invitation to form an international network of educators who are committed to working in this area. (30 minutes)

PREVIOUS EXPERIENCE EXPECTED: None

MAXIMUM NUMBER OF PARTICIPANTS: 24

PRESENTER(S): John F. Noonan
Director
Center for Improving Teaching Effectiveness
Virginia Commonwealth University
U.S.A.

LEARNING TO LEARN: IMPROVING STUDENTS' STUDYING

OBJECTIVES: To provide teachers with information, material, and activities to use with their students.

LENGTH OF WORKSHOP: 3 1/2 hours

OUTLINE OF ACTIVITIES:

The workshop will provide a structured framework within which a wide range of activities will allow participants to identify some of the factors that inhibit student learning, to understand the student perspective, and to experience some of the techniques that can be used with students to help them improve their learning skills.

There will be a small amount of didactic input, but the main body of the workshop will draw actively upon participants' own interests, concerns and experience.

The areas to be covered include:

Transitional Problems, Styles of Learning, Styles of Departments, Objectives of Teachers and Taught, Study Skills Topics, Implications for Teaching and Staff Development

PREVIOUS EXPERIENCE EXPECTED: None

MAXIMUM NUMBER OF PARTICIPANTS: 24

PRESENTER(S): D. A. Wilson
Lecturer
Loughborough University of Technology
ENGLAND

G. Brown
Senior Lecturer
University of Nottingham
ENGLAND

David Mack
Director, ASTD Programme
Loughborough University of Technology
ENGLAND

A METHOD TO SOLVE INTERPERSONAL CONFLICTS IN LEARNING GROUPS

OBJECTIVES: The participants are familiar with a conflict solving method, which is appropriated for learning groups.

LENGTH OF WORKSHOP: 2 1/2 hours

OUTLINE OF ACTIVITIES:

(a) Introduction (10 minutes)

Missing skills and experiences and conflicts are the main causes for troubles in a learning group. A conflict is already going on, when differences are appearing in perceiving the same objective (a common phenomenon in groups). A personally deeper going conflict shows also variations in thinking, in feeling, in wanting (needs, goals) and ends in an opposite behavior. Conflicts are normal and necessary though there should be no preventing of conflicts in a group. But the ongoing conflicts are deepening and hinder the development of a group. An easy method to solve conflicts would be convenient.

(b) The awareness method. (15 minutes) Presentation of the awareness wheel method. (Alive and Aware, Miller, Nunnally, Wachmanny; Interpersonal Communications Minneapolis 1976). The method solves conflicts between two persons.

(c) Group work (30 minutes) The participants solve together a simple case about the behavior of a group leader. In a feedback part the conflicting group members are designated.

(d) Training with the method (45 minutes)

(e) General and concluding discussion (20 minutes)

PREVIOUS EXPERIENCE EXPECTED: None

MAXIMUM NUMBER OF PARTICIPANTS: 15

PRESENTER(S): Peter Tlach
Professor
University of Berne
SWITZERLAND

INCREASING TEACHING AND ADMINISTRATIVE EFFECTIVENESS: A THEORIES-OF-ACTION APPROACH

OBJECTIVES: At the end of the workshop participants will have:

1. used the theories-of-action approach to analyse an interaction;
2. tried to generate an interaction consistent with Model II theory-in-use;
3. made some assessment of the relevance and difficulty of implementing changes based on the approach.

LENGTH OF WORKSHOP: 2 hours

OUTLINE OF ACTIVITIES:

1. preliminary reading (Rutherford, 1983) to "set the scene"; 10 minutes

2. small group discussion of Model I theory to clarify the characteristics of the model and search for examples which illustrate it; 15 minutes

3. case study to illustrate Model I behaviour (read the interaction, role play it, analyse the interaction, relation to Model I); 35 minutes

4. small group discussion of Model II theory to clarify its characteristics; 10 minutes

5. role play to illustrate Model II behaviour (try to re-enact the cast study on the basis of Model II); 10 minutes

6. analysis of the interaction and its relation to Model II; 25 minutes

7. discussion and evaluation.

PREVIOUS EXPERIENCE EXPECTED: None

MAXIMUM NUMBER OF PARTICIPANTS: 30

PRESENTER(S): W. G. Fleming
Director and Lecturer in Medical Education
University of Birmingham
ENGLAND

STRUCTURING AND EVALUATING COOPERATIVE EDUCATION/SANDWICH LEARNING

OBJECTIVES: Dr. Arthur Levine, keynote speaker for the Eighth International Conference on Improving University Teaching, made the point that college students today are much more career directed than were students of a decade ago. Cooperative education/sandwich type programs are one instructional response to this student interest. However, merely incorporating practical work experience into the curriculum even when students are placed into work situations within their major field of study, does not of itself insure that appropriate learning occurs. This workshop addresses the need for faculty to develop an appropriate pedagogy which integrates the work and classroom experience, and which structures, guides, and provides for the systematic evaluation of the learning stemming from the cooperative education/sandwich work assignment.

LENGTH OF WORKSHOP: 3 1/2

OUTLINE OF ACTIVITIES:

1. Introduce a pedagogical model which integrates the field and classroom experiences and structures the field learning. It will be based upon the T.A.R. model (Teaching-Application-Reinforcement/Reflection).

2. Have participants develop appropriate instructional materials, drawn from their specific disciplines, which will guide student learning on the work assignment and allow for faculty evaluation.

3. Have participants design an overall evaluation model that will enable the integrated learning process to be assessed within the context of pre-defined goals.

PREVIOUS EXPERIENCE EXPECTED: None

MAXIMUM NUMBER OF PARTICIPANTS: 25

PRESENTER(S): Harry M. Heinemann
Dean of Cooperative Education
Fiorello H. LaGuardia Community College
of the City University of New York

Barbara R. Heller
Director of Special Programs
Graduate and University Center
of the City University of New York

Martin Mosd
Dean of Faculty

John Hyland
Professor and Chair, Social Science Division
Fiorello H. LaGuardia Community College
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U.S.A.

AN ADAPTATIVE USE OF THE GUIDED DESIGN INSTRUCTIONAL APPROACH USING PROBLEM SIMULATIONS TO DELIVER PROFESSIONAL TRAINING CURRICULA

OBJECTIVES:

A. Gain an understanding of the Guided Design instructional approach developed by Wales and Stager* as a form of individualized instruction for use in professional degree programs in higher education.

B. Gain an understanding of Guided Decision-Making as a modification of the Guided Design instructional approach for use in teaching social welfare and public social policy content.

C. Apply the Guided Decision-Making instructional approach to specific social and public policy curricula by completing a series of structured group activities designed to facilitate adaptation of this teaching/learning design.

D. Obtain a preliminary understanding of the advantages and limitations of Guided Decision-Making as a form of individualized instruction for professional degree oriented curricula, designed to facilitate learning across the continuum: from cognitive with emphasis on integrating sense data (perceiving, hearing, etc.) and finally, social presence learning where cognitive, vicarious and personal involvement merge into an experiential whole.

*Wales, C.E., and Stager, R.A., THE GUIDED DESIGN APPROACH, Educational Technology Publications, Inc., Englewood Cliffs, NJ, 1978.

LENGTH OF WORKSHOP: 3 hours

OUTLINE OF ACTIVITIES:

The workshop will be organized into four sequential sections to enable participants to move from an introductory understanding of the Guided Decision-Making instructional approach to the beginning stages of adaptation of this approach, to professional degree oriented curricula. Using the area of public social welfare policy as illustrative content, the workshop leader will facilitate participants in obtaining an understanding of Guided Decision-Making, experience the use of this instructional approach by completing a problem simulation exercise, engage in an introductory exercise in designing a Guided Instruction problem simulation and complete discussion of the utility of this instructional approach to professional degree curricula. Evaluation forms of the workshop will then be distributed.

Introduction: 10 minutes

Introduction of workshop goals, planned outcomes, design of activities and introduction of participants to help establish a supportive learning environment.

Section One: 45 minutes

Introduction of Guided Design as a form of individualized instruction by presenting basic components of this approach. Content of this section will be presented by a 25 minute, 16mm, color film - Guided Design. Following the film showing, the major components presented in the film will be identified in a handout along with the major characteristics of Guided Decision-Making as a modification of Guided Design.

Section Two: 45 minutes

Completion of a structured Guided Decision-Making problem simulation. Organized into task groups of 10-12 members, participants will complete a specially designed simulation to experience this type of instruction and gain a better understanding of this approach from the perspective of a learner and of the instructor by observing the workshop leader during this exercise.

Break: 15 minutes

Section Three: 30 minutes

The utilization of guided decision-making instruction is introduced by engaging participants in completing a series of problem simulation design tasks. This activity will follow a brief introduction of the steps in creating a Guided Decision-Making problem project. Color transparencies will present the steps along with a variety of examples for each sequential decision step. Participants will complete the beginning steps required in implementing Guided Decision-Making and have an understanding of the entire instructional procedure.

Section Four: 25 minutes

An identification of the major limitations and strengths of using Guided Decision-Making is provided, using a series of color transparencies. Evaluative findings of the use of this approach in social work education at two U.S. universities over a four year period will be included in this section. Group facilitator will then lead discussion related to evaluation and use of this instructional approach. Lastly, handouts listing sources of additional information on both Guided Decision-Making and Guided Design will be provided.

PREVIOUS EXPERIENCE EXPECTED: Participants should have teaching experience in higher education and knowledge of various instructional approaches.

MAXIMUM NUMBER OF PARTICIPANTS: 35

PRESENTER(S): Harry J. Macy
Chairperson, Department of Social Work
Ball State University
U.S.A.

CONDUCTING DISCUSSIONS * THREE BASIC PATTERNS

OBJECTIVES: Involve participants in individual and group activities which will enable them to: plan, prepare, conduct and evaluate 3 types of discussion effectively.

LENGTH OF WORKSHOP: 2 1/2 hours

OUTLINE OF ACTIVITIES:

Participants will be involved in practical exercises, a variety of techniques, and in relating the process to their own needs. The activities are organized under 5 headings:

A. THREE BASIC DISCUSSION PATTERNS (15 min)

A rationale describing the relationship among Instructor Directed, Group Centered and Collaborative Discussions.

B. PURPOSES OF THE THREE PATTERNS (20 min)

An examination of purposes as they relate to the students' background experience, instructional needs and motivation.

C. PREPARING FOR DISCUSSIONS (15 min)

The importance of selecting a topic or problem and organizing the groups.

BREAK

D. CONDUCTING TECHNIQUES (50 min)

Exploring ways of starting up, keeping going and being productive for each type of discussion.

E. EVALUATING DISCUSSIONS (20 min)

Why? When? Who? What? and How? Specific forms for each type.

PREVIOUS EXPERIENCE EXPECTED: None

MAXIMUM NUMBER OF PARTICIPANTS: 20

PRESENTER(S): Ron J. McBeath
Coordinator
Faculty and Instructional Development
San Jose State University
U.S.A.

SELF-DISCLOSURE: VEHICLE TO PERSONAL GROWTH AND IMPROVED TEACHING SKILLS

OBJECTIVES: Through participant involvement, workshop members will acquire an understanding of the importance of self-disclosure as well as practical teaching skills; these objectives will be attained through the use of experiential exercises focusing on effective listening skills.

LENGTH OF WORKSHOP: 3 1/2 hours

OUTLINE OF ACTIVITIES:

I. Introductions/Discussion of Self-Disclosure

A. Group is divided into dyads; members of dyad converse (20 minutes)

B. Dyads come back into large group; each person introduces the one with whom the just conversed. (20 minutes)

C. Break off into the same dyads again; discussion between dyad members regarding the amoung of self-disclosure that transpired during their original conversation. (20 minutes)

D. Dyads once again come back into large group (30 min.)

1. General discussion regarding self-disclosure with particular emphasis on this recent experience with the other member of the dyad.

2. Discussion of self-disclosure with regards to university teaching (including pro's and con's, personal levels of confort/discomfort, other feelings).

BREAK (10 minutes)

II. Effective Listening Skills (15 minutes)

A. Brief explanation (in short): In order to self-disclose we must basically feel confident about ourselves; one way of achieving this confidence is through communication, i.e., interacting with others.

B. Effective listening/communication skills include:

1. Acceptance
2. Empathy
3. Genuineness
4. Concreteness

C. Discussion with participants of the above--how these components of communication relate to their teaching.

D. Techniques utilized in effective listening

1. Open-ended questions and statements (25 min.)

a. Brief explanation

b. Group divided into different dyads. Each member is instructed to think of a current or recent life problem/situation. Relate this problem to other member of dyad. Other member utilizes open-ended technique to encourage lengthy responses from first dyad member. Reverse roles. Discussion between members (share feelings elicited, etc.). How much information was disclosed? How did each feel?

2. Acceptance responses (20 minutes)

a. Brief explanation

b. Group role-play where R2 demonstrates differences between acceptance and non-acceptance responses. Demonstration is based on a teaching situation.

c. Divide into small groups--discussion of above.

3. Interpretation of Feelings (20 minutes)

a. Exercise in labeling our emotions. R1 reads five statements; asks group to write 2 emotions being expressed.

b. Discussion

4. Reflection of feelings (20 minutes)

a. Explanation

b. Group role-play.

(1) Group is in a circle; 2 members are asked to come into the center of the circle and role-play a certain situation.

(2) Others observe, comment when appropriate.

III. Summary and Sharing of Feelings Regarding Workshop (10 minutes)

PREVIOUS EXPERIENCE EXPECTED: None

MAXIMUM NUMBER OF PARTICIPANTS: 25

PRESENTER(S): Robyn S. Zeiger
Assistant Professor
University of Maryland
U.S.A.

INTERACTIVE APPROACHES TO TEACHING CRITICAL THINKING IN LARGE OR SMALL GROUP INSTRUCTIONAL SETTINGS

OBJECTIVES: By the end of the workshop participants should be able to describe and demonstrate four different techniques for teaching problem solving critical thinking skills in classes from 30 to 200 undergraduate college students.

LENGTH OF WORKSHOP: 2 hours

OUTLINE OF ACTIVITIES:

Activity 1. (40 minutes) Model Building From a Film. Participants observe a four minute silent film showing manipulation of a sealed (black) box with ten external attachments. Working in pairs they try to propose internal mechanisms which explain the observed acts. A consensus model for the entire group is developed by making a drawing on an overhead projector and modifying it as a result of the discussion and reasoning which is presented by various pairs.

Activity 2. (30 minutes) Model Building With an Overhead Projection Device. Participants observe an overhead projection of a transparent box with an object hidden in an opaque section. The instructor, responding to individual suggestions, rolls ball bearings of various sizes through the device. The group discusses results and infers the size, shape and position of the object.

Activity 3. (30 minutes) Model Building With "Hands On" Experience. Each participant is given a plastic strip one centimeter wide and three centimeters long. When held in the palm of the hand the flat strip curls to a U shape. Groups of 2 to 4 people are given time to develop an explanation for this phenomenon. The instructor then elicits suggestions on how to distinguish between alternative explanations. The participants keep the strips for future experimentation.

Activity 4. (20 minutes) Organizing and Classifying Data. An array of 30 plastic strips of various shapes and colors is placed randomly on an overhead projector. In an attempt to determine relationships the participants suggest ways of ordering the strips into a coherent matrix. When the matrix is formed considerable detail can be inferred about the characteristics of pieces missing from empty cells.

These activities have all been used in college classes to teach students to distinguish between observations and inferences, to construct models which use inferences to explain observed phenomena, and to understand the value and limitations of techniques for classifying and interpreting data.

After each activity, time will be allotted for discussion of classroom use, relationship to physical and social science content and how to construct or secure the necessary materials.

PREVIOUS EXPERIENCE EXPECTED: Some experience with teaching undergraduates, preferably in the physical or social sciences.

PRESENTER(S): Robert A. Bernoff
Professor of Science and General Chemistry
and Campus Director
The Pennsylvania State University, Ogontz Campus
U.S.A.

ALTERNATING WORK WITH STUDY: ENRICHING THE PLACEMENT EXPERIENCE

OBJECTIVES: To practise and discuss the use of some investigative techniques for the identification of placement student problems. To evaluate proposed remedies for the resolution of these difficulties.

LENGTH OF WORKSHOP: 1 1/2 hours

OUTLINE OF ACTIVITIES:

Participants will

- be acquainted with a compendium of investigative techniques for the isolation of placement student needs
- evaluation the effectiveness of these techniques
- discuss ways of checking the validity of findings
- draw upon experiential data
- explore programs for enriching placement experiences
- examine the role of new technology in tutor - placement student interaction.

Activity 1 Workshop setting: group formation.

Activity 2 Identifying problems: Group A (recorded material), Group B (written material), Group C (experiential data), Group D (other methods). (20 min.)

Activity 3 Synthesis of small group work: effectiveness. (20 min.)

Activity 4 Validity: in small groups using historical data. (20 min.)

Activity 5 Remedies: group discussion of suggested enrichment programs. (20 min.)

PREVIOUS EXPERIENCE EXPECTED: involved with sandwich course/placement students in undergraduate education.

MAXIMUM NUMBER OF PARTICIPANTS: 16

PRESENTER(S): Anthony Hutton
Senior Lecturer
Plymouth Polytechnic
ENGLAND

T - M = 0

(Technology Minus MOTIVATION Equals Nothing)

OBJECTIVES: To explore the significant motivators of student learning:

Modified Mastery Learning
Diverse Learning Styles
Interpersonal Academic Relationships

LENGTH OF WORKSHOP: 2 hours

OUTLINE OF ACTIVITIES:

1. Presentation and discussion of motivational possibilities through mastery learning. (45 minutes)

2. Explanation and demonstration of different learning styles as motivators. (30 minutes)

Break

3. Consideration of person-centered education as motivation. (45 minutes)

PREVIOUS EXPERIENCE EXPECTED: None

MAXIMUM NUMBER OF PARTICIPANTS: 30

PRESENTER(S): James E. Caraway
Director

Celia M. McCullough
Associate Director
Educational Advancement Program
University of Tennessee
U.S.A.

MICROTEACHING: A LABORATORY FOR IMPROVING UNIVERSITY INSTRUCTION

OBJECTIVES: Demonstrate the effectiveness of a microteaching laboratory in facilitating the acquisition of instructional skills

LENGTH OF WORKSHOP: 2 1/2 hours

OUTLINE OF ACTIVITIES:

This workshop will focus on microteaching as a training technique for improving university instruction. The rationale for this approach to faculty development will be presented and related research reported. Participants will have opportunity to construct and evaluate teaching segments according to specified criteria. The use of "hardware" such as audio or videotapes will be demonstrated.

Content Outline

I. Overview of Microteaching Technique - Discussion - 20 minutes

A. Rationale
B. Research

II. Components of Instruction - Demonstration - 30 minutes
A. Identification
B. Analysis

III. Development of Microlessons - Group Participation - 50 minutes

A. Design of Teaching Segments
B. Specification of Criteria

IV. Evaluation of Teaching Skills - Videotape - 30 minutes
A. Critique
B. Feedback

PREVIOUS EXPERIENCE EXPECTED: None

MAXIMUM NUMBER OF PARTICIPANTS: 15-20

PRESENTER(S): Barbara R. Heller
Associate Professor
University of Maryland at Baltimore
U.S.A.

ORGANISATIONAL ATTITUDE SURVEYS

OBJECTIVES: To introduce participants to the skills and methods involved in surveys of attitudes in organisations, including survey-based development and feedback.

LENGTH OF WORKSHOP: 3 1/2 hours

OUTLINE OF ACTIVITIES:

Group and individual exercises to explore and develop insight in the following areas:

- Framing unambiguous questions
- Developing balanced scales
- Discovering the relationship between attitude and behaviour
- Designing analysis forms
- Deciding on statistical treatment
- Different feedback possibilities

(Approximately 30 minutes are required for each component, including discussion.)

PREVIOUS EXPERIENCE EXPECTED: None

MAXIMUM NUMBER OF PARTICIPANTS: 16

PRESENTER(S): John Hurley
Head of Staff Development
National Institute for Higher Education
REPUBLIC OF IRELAND

SUPERVISING POSTGRADUATE RESEARCH

OBJECTIVES: This workshop sets out to highlight the issues, practices and problems in supervising graduate students.

LENGTH OF WORKSHOP: 3 1/2 hours

OUTLINE OF ACTIVITIES:

Participants will be able to analyse practices and discuss issues using case study materials and exercises. Supervising will be analysed from an interdisciplinary viewpoint and the case materials will be equally suitable to Arts and Science participants. While experience of supervision will help, participants need not have had much direct responsibility for graduate students to benefit.

PREVIOUS EXPERIENCE EXPECTED: None

MAXIMUM NUMBER OF PARTICIPANTS: 24

PRESENTER(S): George Brown
Senior Lecturer
University of Nottingham
ENGLAND

David Mack
Director, ASTD Programme
Loughborough University of Technology
ENGLAND

D. A. Wilson
Lecturer
Loughborough University of Technology
ENGLAND

INDIVIDUAL GOALS AND INSTITUTIONAL RESPONSES: STRATEGIES FOR LIFE-CAREER-EDUCATIONAL PLANNING

OBJECTIVES: The purpose of this workshop is to (a) consider the adult life cycle as a framework for life-career-educational planning processes, (b) examine life-career-educational planning models and strategies, including applications of new technologies, and (c) engage participants in applying models to their own institutional settings.

LENGTH OF WORKSHOP: 2 1/2 hours

OUTLINE OF ACTIVITIES:

Presenters provide an overview of adult life cycle concepts and their implications for life-career-educational planning. (30 minutes)

Participants examine components of existing life-career-educational planning models, including computer-assisted career guidance programs. (40 minutes)

Break (20 minutes)

Participants assess their own institutions' responses toward promoting learners' individual goals. (30 minutes)

Participants consider adaptations of models and strategies to their own institutional settings. (30 minutes)

PREVIOUS EXPERIENCE EXPECTED: None

MAXIMUM NUMBER OF PARTICIPANTS: 25-30

PRESENTER(S): Catherine A. Marienau
Director, University Without Walls Program
University of Minnesota
U.S.A.

Jacqueline C. Wright
Project Director and Consultant
Council for the Advancement of Experiential Learning
U.S.A.

UTILIZING CONFRONTATION TECHNIQUES IN COMBATING FACULTY BURNOUT

OBJECTIVES:

(a) To acquaint participants with the concepts, theoretical background and problems related to the utilization of confrontation techniques in combating faculty burnout.

(b) To practice some variations of confrontation techniques through experiential learning.

LENGTH OF WORKSHOP: 3 1/2 hours

OUTLINE OF ACTIVITIES:

(a) Confrontation techniques are used mainly in psychotherapy. In applying these techniques to faculty development, we refer to a process of providing faculty with information about their role in the teaching-learning processes which has been repressed, denied or in other ways hidden from the teacher's awareness. This is achieved through internal stimulated recall and external mediators such as students and clinical consultants' written and oral feedback of electronic devices such as audio or video recordings. The process is aimed at arousing, activating and producing some degree of dissatisfaction. Through the optimal use of clinical consultancy techniques, this process could motivate faculty to facilitate cognitive, attitudinal and behavioral changes.

(b) The workshop will begin with a short "ice-breaking exercise." Participants will then be presented through video and written materials with several case studies of "burnt out faculty." Some participants will role play these case studies and others will serve as their clinical consultants. Some of this role playing will be videotaped. The shared experiences of the videotape playbacks will provide a basis for concluding discussion of optimal strategies to combat faculty burnout. The following is the planned time table:

9:00-9:20: Ice-breaking exercise.

9:20-9:45: Introduction to concepts: stress, burnout, motivation in academic life, confrontation techniques.

9:45-10:00: Observing videotaped case studies of "burnt out" faculty.

10:00-10:30: Break

10:30-11:00: Role play by all participants in dyads: counselling a burnt out professor.

11:00-11:30: Viewing videotaped consultations and analysis of selected confrontation techniques to combat burnt out faculty.

It should be stressed that this is an introductory, demonstration workshop. It is intended mainly to facilitate awareness of the problems, and acquaintance with some methods to cope with them.

PREVIOUS EXPERIENCE EXPECTED: Participants who have previous experience in clinical consultation will benefit in particular, by discussing their personal experiences with their colleagues.

MAXIMUM NUMBER OF PARTICIPANTS: 20

PRESENTER(S): Arye Perlberg
Professor
Israel Institute of Technology
ISRAEL

DEVELOPING STUDENTS' PRESENTATION AND COMMUNICATION SKILLS IN SEMINARS/TUTORIALS

OBJECTIVES: To develop a model which students can use independently and individually when practising oral presentation and communication skills by video self-confrontation.

LENGTH OF WORKSHOP: 3 1/2 hours

OUTLINE OF WORKSHOP:

1. Brief introduction of workshop participants. (5 minutes)

2. Introduction of the concept of workshops on student learning skills (10 minutes)

3. Silent reading of a handout on "Preparing and Presenting a Tutorial Paper." (5 minutes)

4. Viewing an interactive video programme on "Tutorial Presentation Skills" with interspersed discussions (in the time slots provided on the video cassette) of the good and bad features of the simulated tutorials with regard to the performance of the paper giver, of the respondent (or discussant), or the rest of the students as well as the tutor's performance. (50 min.)

5. Work in small groups of 4-5 participants. Task: on the basis of the materials presented (3 and 4 above) and of the discussions held (4 and 5) each group is to develop a model of how students can practise presentation and communication skills on their own in the video laboratory. One example would be Norman Kagan's model "Interpersonal Recall (IPR) Stimulated by Videotape." (Copies of Kagan's paper will be available for those who are not familiar with this model.) One group (preferably those inexperienced in video self-confrontation and microteaching), may practise their presentation skills by using video equipment (50 minutes)

6. Presentation of models by each group to the whole workshop group (with or without the use of video), discussion of each model, and evaluation of the workshop. (60 minutes)

Break (after 4 or during 5, depending on conference schedule) (30 minutes)

PREVIOUS EXPERIENCE EXPECTED: Video self-confrontation and microteaching. A small group of up to five people may participate without having had this experience. They can practise their presentation skills in a video session during the workshop.

MAXIMUM NUMBER OF PARTICIPANTS: 20

PRESENTER(S): Ortrun Zuber-Skerritt
Lecturer
Griffith University
AUSTRALIA

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